DOCUMENT RESUME

ED 389 921 CE 070 453

TITLE	Missouri Vocational Education Annual Performance Report. Fiscal Year 1995.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	95
NOTE	129p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Career Counseling; Community Colleges; Consumer Education; Coordination; Correctional Education; Displaced Homemakers; Educational Legislation; Educational Objectives; *Enrollment; Federal Legislation; Home Economics; Integrated Curriculum; Leadership; One Parent Family; Outcomes of Education; Pregnant Students; Professional Development; Program Effectiveness; *Program Implementation; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS	Carl D Perkins Voc and Appl Techn Educ Act 1990; *Missouri

ABSTRACT

During fiscal year (FY) 1995, $20,933,342 in federal, $45,074,084 in state, and $84,449,547 in local funds were expended to support vocational education throughout Missouri. Enrollment in Missouri vocational education included 120,874 secondary students, 57,885 postsecondary students, and 101,914 adults. During FY 1995, work continued on the following areas/aspects of vocational education: performance standards/core measures; secondary, postsecondary, and adult occupational programs, services, and activities; programs for single parents/displaced homemakers/single pregnant women; criminal offenders, and special populations; sex equity programs; state leadership/professional development; community-based organizations; consumer and homemaking education, tech prep, integrating applied academics into vocational education, and career guidance/counseling. The following programs/services were deemed especially noteworthy: 42 at-risk student centers within the area vocational school network; system of industry (customized) training providing specialized skill training/retraining to business/industry; network of 7 regional and 2 metropolitan centers providing comprehensive programs of services for single parents/displaced homemakers; and 29 formal assessment centers to serve disabled/disadvantaged students. (Appendixes constituting approximately 50% of this report include the following: 28 tables detailing enrollment in the various levels/types of vocational programs; Missouri performance standards/measures for vocational education; selected program intake forms; and information about selected programs/services.) (MN)

ED 389 921

MISSOURI VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 070 453

BEST COPY AVAILABLE

POLICY OF NONDISCRIMINATION

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements are hereby notified that the Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, age, or disabling condition in admission or access to, or treatment, or employment in its programs and activities.

Any person having inquiries concerning compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, is directed to contact:

Director of Human Resources
Missouri Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65102
(314) 751-9619

This position has been designated to coordinate the Department's effort to comply with the regulations implementing Title VI, Title IX, and Section 504.

VOCATIONAL EDUCATION

ANNUAL

PERFORMANCE REPORT

FISCAL YEAR 1995

DECEMBER, 1995

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

DIVISION OF VOCATIONAL AND ADULT EDUCATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Post Office Box 480
Jefferson City, Missouri 65102-0480

Robert E. Bartman
Commissioner of Education

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Russell McCampbell
Assistant Commissioner

COORDINATORS

Robert A. Robison
Vocational Education

Bob Asel
Adult and Community Education

DIRECTORS

VOCATIONAL EDUCATION

Terry Heiman
Agricultural Education

Gene Reed
Marketing & Cooperative Education

Joanne Newcomer
Business Education

Jean Cole
Special Vocational Services

Cynthia Arendt
Family and Consumer Sciences

Kenneth Werner
Vocational Finance

Marion Starr
Guidance Services

Fred Linhardt
Vocational Planning & Evaluation

Dennis Harden
Industrial Education

Dick Omer
Vocational Special Needs Services

ADULT AND COMMUNITY EDUCATION

Elvin Long
Adult Education

Donald Eisinger
Employment Training

Harry Kujath
Community Education

Richard Stokes
Veteran's Education

PREFACE

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1995. The system was comprised of 445 local education agencies. These local education agencies included 424 comprehensive high school districts (53 with area vocational schools), 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These local education agencies offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Industrial Education, and Marketing and Cooperative Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs".

One of the major components of the delivery system is a network of 57 area vocational schools. This network provides an economical source of instruction which was available to the citizens within each area vocational school's service delivery area. The area vocational schools are strategically located throughout the state to provide specialized skill training for almost every geographic location. Ninety-five percent (95%) of the state's citizens reside within 25 minutes of an area vocational school.

In Fiscal Year 1995, $20,933,342 federal, $45,074,084 state, and $84,449,547 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 120,874 secondary students, 57,885 postsecondary students, and 101,914 adults. Sixty-six and five-tenths percent (66.5%) of individuals who exited vocational education course-work in Fiscal Year 1994 were available for employment, two and six-tenths percent (2.6%) were unavailable for employment, twenty-eight and one-tenth percent (28.1%) continued their education and two and eight-tenths percent (2.8%) enlisted in the armed forces of the United States. Eighty-six percent (86%) of the students who were seeking gainful employment were employed/placed.

Specialized programs and services were operated within the delivery system to meet state-level priorities for vocational education and economic development. Some of these specialized programs and services included:

1. Forty-two (42) "at-risk" student centers, within the area vocational school network, provided specialized instruction to meet the needs of secondary students and adults who have been identified as being "at-risk" of educational failure or dropping out of school. These centers combined academic instruction, vocational education instruction, intensive counseling, and supportive services designed to enable these individuals to successfully complete their schooling. During Fiscal Year 1995, 3,630 "at-risk" students were enrolled in the programs and services provided by these centers.

2. A system of industry (customized) training provided specialized skill training to meet the training and retraining needs of business and industry through the state. This system was designed to enable a variety of local education agency and business/industry representatives to work cooperatively to provide funding for the skill training necessary to meet the workforce needs of new or expanding companies. Many of the state's industry (customized) training needs were centered in the two metropolitan areas of Kansas City and St. Louis. To facilitate the delivery of industry training in these two (2) areas of the state, two (2) high technology training resource centers continued to coordinate the efforts of local education agencies and business/industry to develop specialized vocational skill training and retraining. During Fiscal Year 1995, 37,344 employees were trained for 200 companies.

3. A network of seven (7) regional and two (2) metropolitan centers provided a comprehensive program of services for single parents and displaced homemakers within the state to obtain vocational training, and find and/or keep gainful employment. The role of the regional and metropolitan centers was to assist individuals who were facing unplanned economic changes in their family lives. The major purpose was to assist the single parent and displaced homemaker in planning careers that offer more job security, higher pay, and employment success. Specific services include assistance to identify a client's interests and skills, support services for finding solutions to clients' special concerns, and vocational training tuition assistance for qualified applicants. These regional and metropolitan centers offered career development services to those who were considering "nontraditional" job training. During Fiscal Year 1995, these regional and metropolitan centers served at least 9,428 individuals with a variety of supportive services.

4. Twenty-nine (29) formal assessment centers have been established in comprehensive high schools, area vocational schools and community colleges to provide enhanced services for students with disabilities and who are disadvantaged throughout the state. These centers evaluated student aptitude, interest, and ability in order to make the most appropriate placement of these students into vocational training programs and/or employment.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

TABLE OF CONTENTS

PERFORMANCE STANDARDS AND CORE MEASURES
Title I, Part B, Sections 115 and 116; Title V, Part B, Section 512
Accomplishments 1

SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES
Title II, Part C, Sections 231-232 Accomplishments 9

SINGLE PARENT, DISPLACED HOMEMAKER AND SINGLE PREGNANT WOMEN
Title II, Part B, Section 221 Accomplishments 13

SEX EQUITY PROGRAMS
Title II, Part B, Section 222 Accomplishments 17

CRIMINAL OFFENDERS
Title II, Part B, Section 225 Accomplishments 21

SPECIAL POPULATIONS
Title I, Part B, Section 118 Accomplishments 23

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT
Title II, Part A, Section 201 Accomplishments 29

COMMUNITY BASED ORGANIZATIONS
Title III, Part A, Sections 301 - 302 Accomplishments 31

CONSUMER AND HOMEMAKING EDUCATION
Title III, Part B, Sections 311 - 313 Accomplishments 35

TECH PREP
Title III, Part E, Sections 341-347 Accomplishments 41

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION
Title I, Part B, Section 116, Title II, Part A, Section 201; and
Title II, Part C, Sections 235 and 240 Accomplishments 49

CAREER GUIDANCE AND COUNSELING
Title II, Title III, Part C, Sections 321-323 Accomplishments 53

APPENDICES 59

Appendix A, Table I: Total 1994-95 Vocational Education
Enrollment by Program Area and Instructional Level A.1

Appendix A, Table II: 1994-95 Agricultural Education Enrollment by CIP and Level A.2

Appendix A, Table III: 1994-95 Business Education Enrollment by CIP and Level A.3

Appendix A, Table IV: 1994-95 Marketing and Cooperative Education Enrollment by CIP and Level A.4

Appendix A, Table V: 1994-95 Health Occupations Education Enrollment by CIP and Level A.5

Appendix A, Table VI: 1994-95 Occupational Home Economics Education Enrollment by CIP and Level A.6

Appendix A, Table VII: 1994-95 Consumer Home Economics Education Enrollment by CIP and Level A.7

Appendix A, Table VIII: 1994-95 Industrial Education Enrollment by CIP and Level A.8

Appendix A, Table IX: 1994-95 Students Receiving Special Needs Services A.11

Appendix A, Table X: 1994-95 Individuals Receiving Single Parent/Displaced Homemaker and Gender Bias Services A.12

Appendix B, Table I: Vocational Education Follow-Up, Summary of Follow-Up by Type and CIP Code (1994 Secondary Exiters) B.1

Appendix B, Table II: Vocational Education Follow-Up, Summary of Follow-Up by Type and CIP Code (1994 Postsecondary Exiters) B.3

Appendix B, Table III: Vocational Education Follow-Up, Summary of Follow-Up by Type and CIP Code (1994 Adult Exiters) B.6

Appendix B, Table IV: Vocational Education Follow-Up Summary of Follow-Up by Type and CIP Code (1994 Secondary, Postsecondary, and Adult Exiters, Statewide Totals) B.7

Appendix C: Missouri Performance Standards and Measures for Vocational Education C.1

Appendix D, Table I: 1994-95 Female Vocational Education Enrollment by Level D.1

Appendix D, Table II: 1994-95 Male and Female Enrollment in Vocational Education Programs by Level D.2

Appendix D, Table III: Fiscal Year 1995 Clients Served by Single Parent/Displaced Homemaker Programs D.3

Appendix D, Table IV: Fiscal Year 1995 Federal Funds Expended for Single Parent and Displaced Homemaker Programs by Service Category D.4

Appendix E: Single Parent and Displaced Homemaker Regional Centers E.1

Appendix F: Model Single Parent or Displaced Homemaker Client Intake Form F.1

Appendix G: Model Single Parent or Displaced Homemaker Client Determination of Greatest Need Form G.1

Appendix H, Table I: Students Receiving Services/Vocational Training Nontraditional To Their Gender (Sex Equity) H.1

Appendix H, Table II: Percent Female Enrollment In "Nontraditional" Programs, Significant Enrollment - Above 5 Percent H.2

Appendix H, Table III: Percent Male Enrollment In "Nontraditional" Programs, Significant Enrollment - Above 5 Percent H.4

Appendix H, Table IV: Fiscal Year 1995 Federal Funds Expended on Programming for "Nontraditional" Females, "Nontraditional" Males, Girls and Women 14-25 ..... H.5

Appendix I: Statewide Sex Bias and Stereotyping Projects I.1

Appendix J: Exemplary Programs J.1

Appendix K: Missouri School Improvement Program K.1

Appendix L: 1995 Secondary Enrollment M.1

Appendix L: 1995 Postsecondary Enrollment M.3

PERFORMANCE STANDARDS AND CORE MEASURES

TITLE I, PART B, SECTIONS 115 AND 116; TITLE V, PART B, SECTION 512

ACCOMPLISHMENTS

In November, 1991, in response to a provision of the Carl D. Perkins Vocational and Applied Technology Education Act, the Department appointed a fourteen (14) member Committee of Practitioners to assist the Department with the development of the statewide system of core standards and measures of performance for vocational education. This Committee consists of two (2) members representing each of the following interest groups: local education agencies, school administrators, vocational and special population teachers, local boards of education, institutions of higher education, parents, and vocational education students. Prior to the initial meeting of the Committee of Practitioners, an internal committee was formed to prepare a draft proposal of standards and measures of performance for vocational education. The internal committee first conducted a review of the following:

1. The requirements of Sections 115, 116, and 512 of the Carl D. Perkins Vocational and Applied Technology Education Act.

2. Missouri's existing data reporting systems for vocational education (Core Data Collection System, Vocational Education Data System, and Vocational Instructional Management System/Vocational Administrative Management System).

3. The Missouri Mastery and Achievement Test (MMAT) battery of criterion-reference achievement tests for the statewide system of academic competencies and key skills.

4. The Missouri School Improvement Program standards, minimum standards for vocational education programs in Missouri, and performance standards and service requirements for programs under the Job Training Partnership Act (JTPA).

5. The National Center for Research in Vocational Education's "Systems of Performance Standards and Accountability for Vocational Education: Guideline for Development" and other printed materials.

6. Draft performance standards and measures for vocational education collected from other states.

Upon completion of the review, multiple meetings were held to prepare the draft proposal of performance standards and measures for the Committee of Practitioners. In addition, the members of the internal committee attended a national meeting conducted by the National Center for Research in Vocational Education that focused upon the development of standards and

measures of performance for vocational education. The Committee of Practitioners met on two (2) occasions during the Winter of Fiscal Year 1992. During the first meeting, the Committee members were oriented to their task of assisting the Department with the development of the statewide system of core standards and measures of performance, and to review and discuss the draft proposal of performance standards and measures prepared by the internal committee. The draft proposal contained numerous performance measures, specific standards, and adjustments; proposed implementation procedures; and positive and negative implications regarding each standard/measure. The Committee of Practitioners discussed each standard/measure, rejected several, determined that they should be grouped by type of program/service, and agreed to review the remaining standards/measures for a discussion and formal recommendation to the Department at another meeting. During the second meeting of the Committee of Practitioners, the Committee members discussed each of the revised performance standards and measures from their previous meeting. The Committee made several suggestions for modification and implementation, and formally recommended the modified performance standards and measures for vocational education which are contained in Appendix C of this report. Fiscal Year 1993 was determined by the Department to be the initial implementation year for the performance standards and measures for vocational education with full implementation to begin in Fiscal Year 1994. Primarily, initial implementation focused upon operational assessments and base-line data collection to determine the general level of standard attainment for vocational education program operators. During the annual Summer inservice conference of the Missouri Vocational Association a preliminary explanation of the performance standards and measures was provided to one hundred thirteen (113) statewide vocational education administrators. This presentation was the first introduction of the standards to local program operators. During this meeting each standard and measure was explained and general information regarding implementation was given. Later in October 1993, a meeting in conjunction with the Missouri Council of Vocational Administrators' Fall Conference was held to further explain the performance standards and measures implementation. Two hundred and five (205) vocational education administrators attended this meeting. During January, 1993, the Department conducted four (4) regional informational meetings regarding the implementation of the performance standards and measures for vocational education. These meetings had a combined attendance of one hundred twenty-seven (127) vocational education administrators and teachers. Originally the performance standards and measures for vocational education were developed to apply to all vocational education programs operated within the State. However, when the final regulations for the Carl D. Perkins Vocational and Applied Technology Education Act were published, it was determined that the performance standards and measures would be applicable to vocational education programs that were supported by federal vocational education funds. For the most part, the federal vocational education funds were not utilized in direct support of vocational education programs. Most of the federal funds were utilized to support services and activities; therefore, the Department initiated a "General Rule" in order to provide guidance to local vocational education program operators in determining which vocational education programs would be implicated. This "General Rule" is included at the end of Appendix C of this report.

During Fiscal Year 1995, a preliminary data analysis was conducted regarding Performance Standards I.1 and I.2. As a result of this analysis, the appropriate levels of academic attainment and gain were established for these standards. In addition, developmental work regarding an appropriate system of data analysis and reporting continued. Currently, this system is not complete as an automated system that analyzes input data collected from eligible recipients and program operators, makes determinations of which performance standards are met or not met, and generates a report to local education agencies regarding their achievement. The Department will continue to fully implement this system as it was originally conceived.

In order to provide an explanation of the status for Fiscal Year 1995 regarding the implementation of the performance standards and measures for vocational education, it will be necessary to explain the status of each of the standards individually.

PERFORMANCE STANDARDS FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

Standard I.1 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.

B. Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.

Standard I.2 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. The normal curve equivalent (NCE) change for secondary students between the 10th grade and 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.

B. The normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.

With regard to the secondary level of Standards I.1 and I.2, the Department contracted with the Center for Educational Assessment (CEA) at the University of Missouri-Columbia to continue the statewide assessment of all 12th grade students enrolled in vocational education who had previously taken the 10th grade Missouri Mastery and Achievement Test (MMAT). The assessment was conducted from February through March of 1995.

The assessment measured student mastery of key skills and competencies in language arts, mathematics, science, and social studies. The data gathered from the Fiscal Year 1995 assessment was analyzed by CEA and the results follow:

1995 ASSESSMENT	MASTERY RATE	PRE-TEST NCE	POST-TEST NCE	NCE CHANGE
English/Language	45%	50.1	48.5	-1.6
Mathematics	40%	53.6	49.0	-4.6
Science	25%	53.9	47.4	-6.5
Social Studies	30%	52.0	47.6	-4.4

As can be seen, the academic attainment level and gain for the median secondary vocational education student do not meet the standards, therefore, efforts regarding increased integration of academic and vocational education must continue. It should be noted, however, that there is continued concern that the students at grade twelve do not seriously attempt to respond correctly to any of the questions on the test since it does not effect their individual outcome or completion of vocational education programs. Additional consideration regarding the use of the MMAT and the administration of this or another academic skill assessment must take place.

With regard to the postsecondary level of Standards I.1 and I.2, the Department requested each institution to identify the assessment instrument to be used to measure academic attainment and gain of vocational education students, and to utilize these during Fiscal Years 1993 and 1994 on a pre-test and post-test basis. Most of the postsecondary institutions have focused their attention on mathematics and language arts skills. Through a review of the raw data collected, it appears that a reasonable level of academic skill attainment and gain is occurring within the postsecondary level. The data indicates a statewide mastery rate in mathematics of seventy-nine percent (79%) with a seven percent (7%) gain, and a mastery rate in language arts of seventy-seven percent (77%) with a six percent (6%) gain for postsecondary students. It should be noted that at this level student assessment apathy does not seem to be a factor.

Standard I.3 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.

To implement Standard I.3, the Department requested that each institution, with the assistance of local program advisory committee members, identify the essential occupational skills/ competencies for each of the vocational education programs that are operated and forward the listings to the Department. Also, institutions were instructed to establish student mastery determination procedures and report student mastery of the identified essential occupational skills/competencies. The Department is continuing its efforts to utilize the essential skill listings forwarded by the institutions, with the assistance of thirty-five (35) statewide business/industry technical committees, to establish a uniform Department approved listings of essential occupational skills for each vocational education program approved by the Department. The statewide results regarding occupational skill attainment indicated that in 1995 ninety-three and three-tenths percent (93.3%) (91.9% at the secondary level and 94.6% at the postsecondary level) of the completing vocational education students met the standard of eighty percent (80%) occupational skill attainment.

Standard I.4 The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/courses is equal to or greater than the proportion of their membership in the relevant district/institution population.

Each institution provides a special populations report to the Department, as a part of the local application to access Title II, Part C distribution funds. These reports provide data regarding the number of "special population" individuals in the general population, as well as individuals enrolled in vocational education. Each institution provided this data for analysis to the Department for Fiscal Years 1992 through 1995. The current statewide participation rates of students with disabilities and those who are academically and economically disadvantaged are three and seven-tenths percent (3.7%) disabled and sixteen percent (16%) disadvantaged students enrolled in vocational education as compared to thirteen and four-tenths percent (13.4%) disabled and thirty and six-tenths percent (30.6%) disadvantaged individuals in the relevant population.

Standard I.5 The rate of placement of students who have enrolled in preparatory vocational education program/courses into employment, further training/education or military service will be eighty-five percent (85%).

As a part of the Department's regular vocational education data collection activities, each institution reports the results of their annual placement follow-up activities. This data was submitted to the Department for analysis by all institutions. The current statewide placement rate of vocational education exiters/completers is eighty-seven and six-tenths percent (87.6%).

PERFORMANCE STANDARDS FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

Standard II.1 All vocational education students enrolled in a supplemental vocational education program/course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.

Because of the Department's decision to restrict the application of the performance standards to those implicated by federal vocational education funding as indicated in the federal regulations, this standard would only be utilized if supplemental programs would benefit from federal vocational funding. Currently, supplemental vocational education programs do not benefit from federal vocational education funds.

PERFORMANCE STANDARDS FOR CORRECTIONS PROGRAMS

Standard III.1 The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.

Each of the correctional institutions were instructed by the Department to establish placement follow-up systems during Fiscal Year 1993 to be able to report client placement data. Each of the correctional institutions have established these systems and reported the following for youth and adults who participated in corrections programs and were released from incarceration:

- 67% of the adult participants exiting the Department of Corrections programs were placed in positive placements.

- 68% of the youth participants exiting the Division of Youth Services programs were placed in positive placements.

PERFORMANCE STANDARDS FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

Standard IV.1 A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.

Each of the regional centers that have been funded with federal single parent or equity funds have established a computerized data system to provide the Department with the number of participants that are being served by their programs and services. This information has been forwarded to the Department for analysis by each of the regional centers. An analysis of the data indicates that from a statewide perspective this standard has not been met. As indicated in the "Single Parent, Displaced Homemaker and Single Pregnant Women" and "Sex Equity Programs" sections in this report, the vocational education enrollment of these populations increased with a six and one-tenth percent (6.1%) increase in single parents, displaced homemakers, and single pregnant women; and a thirty-four and six-tenths percent (34.6%) increase in "nontraditional" students.

PERFORMANCE STANDARDS FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

Standard V.1 The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization program/services.

Each of the community-based organization projects were instructed by the Department to establish placement follow-up systems during Fiscal Year 1993 to be able to report client placement data. Each of the twenty-one (21) community-based organization projects have established these systems and reported that, from a statewide perspective, eighty-two percent (82%) of the youth that participated and exited were placed in positive placements.

PERFORMANCE STANDARDS FOR CONSUMER AND HOMEMAKING PROGRAMS

Standard VI.1 The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

Based upon the Department's decision to restrict the application of performance standards to vocational education programs supported by federal vocational education funds, only Department approved Family and Consumer Sciences Education (previously Consumer and Homemaking) programs receiving Title II, Part B grants would be responsible for meeting this standard. The Department's current vocational education data collection system provides enrollment data on all Department approved vocational education programs, therefore, all institutions which have received grants have provided the appropriate enrollment data to the Department for analysis. An analysis of the data indicates that from a statewide perspective this standard has not been met. family and consumer sciences education programs experienced a one and six-tenths percent (1.6%) decline in enrollment during Fiscal Year 1995.

PERFORMANCE STANDARDS FOR TECH PREP EDUCATION

Standard VII.1 The annual retention rate of students continuing to participate in a tech prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

The Department has funded fourteen (14) tech prep education consortia through the use of Title III, Part E funds. Some of these consortia were in the developmental stage and did not have

students that have been identified as participants in tech prep education during Fiscal Year 1995. Other consortia have enrolled students for the first time and are unable to report on retention rates. Each tech prep education consortia was instructed by the Department to establish student tracking systems to report student retention data to the Department. Currently, these systems are in various stages of development and will identify students as being participants in tech prep education, to provide the data to the Department for analysis and reporting.

SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

TITLE II, PART C, SECTIONS 231-232

ACCOMPLISHMENTS

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1995. The system was comprised of 445 local education agencies (LEAs). These LEAs included 424 comprehensive high school districts (53 with area vocational schools), 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These LEAs offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Marketing and Cooperative Education, and Industrial Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs."

In Fiscal Year 1995, $20,933,342 federal, $45,074,084 state, and $84,449,547 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 120,874 secondary students, 57,885 postsecondary students, and 101,914 adults. Sixty-six and five-tenths percent (66.5%) of individuals who exited vocational education course-work in Fiscal Year 1994 were available for employment, two and six-tenths percent (2.6%) were unavailable for employment, twenty-eight and one-tenth percent (28.1%) continued their education and two and eight-tenths percent (2.8%) enlisted in the armed forces of the United States. Eighty-six percent (86%) of the students who were seeking gainful employment were employed/placed. Additional enrollment data is located in Appendix A, Tables I through X, and placement data is located in Appendix B, Tables I through IV of this report.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

Of the basic grant, a total of $15,052,176 was allocated to the 445 local education agencies within the state, seventy-one percent (71%) ($10,718,983) to LEAs operating secondary vocational education programs and twenty-nine percent (29%) ($4,333,193) to LEAs operating postsecondary/adult vocational education programs. Based upon the provisions of the Title II, Part C distribution, 16 postsecondary institutions met the minimum postsecondary distribution criteria and submitted continued local applications that were approved. Of the 16 approved local postsecondary applications, one (1) was from a school district operating significant adult

vocational education programs, one (1) was from a state technical college, 12 were from community college districts, and two (2) were from four-year institutions providing vocational education associate degree programs. None of the remaining postsecondary institutions that did not meet the minimum distribution criteria requested waivers. Of the 451 comprehensive high school districts that provide secondary vocational education, 286 did not meet the minimum secondary distribution criteria. All of the secondary local education agencies decided to either establish themselves as a single district fiscal agent with an allocation above the minimum secondary distribution allocation, request a waiver to be a single district fiscal agent because they had an allocation below the minimum secondary distribution allocation, or form consortia with other local education agencies to collect their allocations with one (1) district serving as the consortium fiscal agent. These arrangements yielded 90 secondary local applications that were approved. Six (6) local education agencies chose not to participate in the secondary distribution during Fiscal Year 1995. Of the 90 approved secondary local applications, 53 were consortia of school districts that operated area vocational schools with other comprehensive high school districts not operating an area vocational school, three (3) were single fiscal agent school districts that operated an area vocational school, nine (9) were consortia of comprehensive high school districts not operating area vocational schools, and 25 single fiscal agent comprehensive high school districts not operating area vocational schools. Of these arrangements, there were six (6) local education agencies that met the secondary minimum distribution waiver criteria and were granted waivers.

During Fiscal Year 1995, a total of $14,414,392 Title II, Part C distribution funds was expended by eligible recipients with approved local applications, $10,119,770 secondary and $4,294,622 postsecondary. The expenditures focused upon the five (5) state goals for the use of federal funds delineated in the 1995-96 Missouri State Plan for Vocational Education. These goals were:

1. To increase the rate of participation of and the quality of supportive services for individuals who are members of special populations within the vocational education delivery system.

2. To increase and improve the quality of the integration of academic and vocational education throughout the vocational education delivery system.

3. To expand and improve the quality of training and retraining opportunities of secondary and postsecondary students, and adults, including individuals who are members of a special populations, commensurate with labor market demands.

4. To improve the quality of vocational education programs, through improved alignment with the labor market, increased involvement of private sector representatives, and the improvement of vocational education curricula, instructional materials, and instructional equipment.

5. To improve the quality of a comprehensive system of guidance, career planning, and placement services within the vocational education delivery system.

Of the total Title II, Part C distribution expenditures, $6,967,236 or forty-eight and three-tenths percent (48.3%) was expended for supportive services for individuals who are members of special populations. These expenditures related to the established state goal number one for vocational education. For further detail as to the specific services provided and the numbers of individuals served, refer to the descriptions in sections "Special Populations" primarily; "Single Parent, Displaced Homemaker, and Single Pregnant Women"; and "Sex Equity Programs" in this report.

Of the total Title II, Part C distribution expenditures, $1,138,196 or seven and nine-tenths percent (7.9%) was expended for the integration of academic and vocational education. These expenditures related to the established state goal number two for vocational education. For further detail as to these integration activities and accomplishments, refer to section "Integrating Applied Academics Into Vocational Education" in this report.

Of the total Title II, Part C distribution expenditures, $3,992,440 or twenty-seven and seven-tenths percent (27.7%) was expended for program improvement activities at the local level. These expenditures related to the established state goals number three and number four for vocational education. Within this category of expenditures, eligible recipients focused on four (4) major program improvement activities. These were curriculum modification, development and/or purchase (22.2%), professional development and inservice (39.2%), equipment upgrade (35.3%), and local evaluation efforts (3.3%). The program improvement activities were also supported by $3,388,284 of local expenditures which greatly enhanced the responsiveness and quality of the vocational education delivery system in Missouri.

Of the total Title II, Part C distribution expenditures, $1,892,690 or thirteen and one-tenth percent (13.1%) was expended for guidance and placement services throughout the state. These expenditures related to the established state goal number five for vocational education. For further detail as to the accomplishments in this area, refer to section "Career Guidance and Counseling" of this report.

Of the total Title II, Part C distribution expenditures, $423,830 or two and nine-tenths percent (2.9%) was expended for local administration purposes.

During Fiscal Year 1995, sixty-seven (67) secondary, seventeen (17) adult and twelve (12) postsecondary vocational education programs were established, and fifteen (15) secondary and four (4) adult education programs were expanded. In response to the need for improved and more closely aligned vocational education programming to the labor market, local education agencies closed two (2) secondary, eighteen (18) adult, and thirteen (13) postsecondary vocational education programs during Fiscal Year 1995.

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

TITLE II, PART B, SECTION 221

ACCOMPLISHMENTS

The total female enrollment in vocational education in Missouri decreased from Fiscal Year 1994 to Fiscal Year 1995 by 4,052 which represents an overall increase of two and eight-tenths percent (2.8%). The actual female enrollment by level increased four and two-tenths percent (4.2%) at the secondary level, decreased six and five-tenths percent (6.5%) at the postsecondary level, and increased seven and nine-tenths percent (7.9%) at the adult level, as shown in Appendix D, Table I.

Overall vocational education enrollment increased from 272,538 to 280,673, representing an increase of 8,135 or a three percent (3.0%) increase, but the proportionate percentage of female enrollment remained nearly the same, fifty-three and six-tenths percent (53.6%). Actual male enrollment increased by 4,083, and actual female enrollment increased by 4,052. The total female population continues to outnumber the total male population in vocational education programs as shown in Appendix D, Table II.

Single parent/displaced homemaker and sex bias funds served 15,572 individuals, of whom 15,075 were female. The State's core standard of performance to increase the number of participants being served through these programs and services by two percent (2%) was achieved with an increase of six and one-tenth percent (6.1%).

The greatest number of clients in the single parent/displaced homemaker population were served at the postsecondary and adult levels. Local education agencies served 6,144 single parents/displaced homemakers on the secondary, postsecondary, and adult levels. This represented a decrease of 1,523 from the Fiscal Year 1994 total of 7,667 individuals served. The number of clients served in single parent/displaced homemaker programs is shown in Appendix D, Table III.

The program of services for single parents and displaced homemakers included outreach activities, orientation, assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation, and child care. Area vocational schools and community colleges expanded and supplemented the existing services through a planning process utilizing a planning guide at the beginning of the fiscal year. Planned activities, including expected outcomes were submitted to the Department by local education agencies operating area vocational schools and community colleges. These activities were reviewed and approved for

funding. During vocational education evaluation and/or on-site monitoring visits, these plans were reviewed and the services provided were identified. Data were collected on the number of single parents and displaced homemakers that received services by the type of service provided, Classification of Instructional Program (CIP) Codes, financial aid, and demographic characteristics. In addition, follow-up data were collected 180 days after the completion of the training year.

The services provided by category in relation to the total federal dollars expended for single parents and displaced homemakers are identified in Appendix D, Table IV. Of the total $1,401,883 expended, the service categories were: $547,563, thirty-nine and one-tenth percent (39.1%) for certified staff salaries; $270,372, nineteen and three-tenths percent (19.3%) for non-certified staff salaries; $221,508, fifteen and eight-tenths percent (15.8%) for tuition; $10,984, eight-tenths percent (0.8%) for child care services; $8,037, six-tenths percent (0.6%) for administration; and $343,419, twenty-four and five-tenths percent (24.5%) for other services, including educational materials and transportation. The cost per participant or client was $228.17

Forty percent (40%) of the set-aside funds were used to continue the operation of a network of seven (7) regional centers by geographic area that provided comprehensive programs, services, and activities throughout the state for single parent and displaced homemaker populations. Through this network, the entire state was geographically accessible to vocational education services to the single parent and displaced homemaker populations. Four (4) of the regional centers were housed in area vocational schools and three (3) were housed in community college districts.

Additional set-aside funds were provided for the two (2) large community college districts within the state (Metropolitan Community Colleges in Kansas City, and the St. Louis County Community College District in St. Louis City and County). It should be noted that each of these community college districts received funding almost sixty percent (60%) more than the average amount received by any of the regional centers.

The seven (7) regional centers and two (2) metropolitan community college centers, the amounts of each award, and the number of individuals served are identified in Appendix E.

Requests for Proposals (RFPs) were issued and approved for Fiscal Year 1995 - the first of a two-year funding period. Funding categories were as follows:

Statewide Projects-	Resource Centers	40%
	Resource Center/ Technical Assistance	3%
	Corrections	1%
	Standards & Measures	1%
District Proposals -	Area Vocational Schools	27.5%
	Community Colleges	27.5%

Local education agency RFPs were awarded in the following categories to insure sufficient size, scope, and quality of programming:

Districts operating area vocational schools with adult long-term vocational education enrollment above 100 (13 funded),

Districts operating area vocational schools with adult long-term vocational education enrollment below 100 (36 funded),

Institutions with postsecondary and/or adult vocational education enrollment of 700 or above (5 funded), and

Institutions with postsecondary and/or adult vocational education enrollment of 25,000 or above (2 funded).

Some of the smaller local education agencies formed consortia with the regional centers to provide services for single parents, displaced homemakers, and single pregnant women who previously did not have services available to them because of a lack of staff and resources.

A statewide project was awarded funds as follows:

Name:	Project SERVE
Funding Agency:	University of Missouri-Columbia
Funding Level:	$42,586 (single parent/displaced homemaker) $62,226 (sex bias)
Contact Person:	Dr. Harley Schlichting
Project Objective:	Provide technical assistance and resources where Single Parent/Displaced Homemaker programs are conducted. Provide an RBBS Computer Bulletin Board, a computerized data software package, and a quarterly newsletter. Develop brochures, posters, and supplemental resources.

Technical assistance and professional development activities were planned and provided for statewide delivery, on a quarterly basis, to all funded full-and part-time coordinators and counselors. Professional affiliation with the administrative division of the Missouri Vocational Association was maintained. Approximately 30 coordinators and counselors participated in the association's professional development activities during Fiscal Year 1995.

Each regional center and special project submitted a quarterly and an annual report of activities, including evaluation summaries. Monitoring activities of projects were also conducted quarterly by the Special Vocational Services section staff.

The availability of quality services provided by certificated vocational educators through the network of regional centers and the provision of program and service funds resulted in improved educational placements. The effectiveness of the assessment and orientation activities has resulted in an increased number of continuing clients. The provision of supportive services such as seminars on self-concept development, the relationship between family and work, career decision-making, study skills development, et cetera, has significantly increased the retention rate. The continuous contact and interest exhibited by regional center staff for clients has also contributed to the increased retention rate.

The statewide model was used in all local education agencies at the client intake phase for gathering client demographic data and the determination of greatest need. The forms for this model are included in Appendices F and G. This computerized model was used as a component part of the software package for data collection. The clients were ranked by assigning points either manually or by computer. Regional center staff utilized portable computers for client intake in numerous locations.

A project at the Chillicothe Correctional Center provided career information to incarcerated women for the past four (4) years. The focus of the project was to provide awareness and training for careers in trade and industry. Activities for this project were a coordinated effort between Grand River Technical School (Chillicothe), Chillicothe Correctional Center, and New Perspectives, Northwest Regional Center (Chillicothe). In Fiscal Year 1995, the project served forty-five (45) women with classroom instruction on nontraditional jobs, vocational assessment and career counseling. A preparatory class of mathematics and computer instruction was offered to individuals interested in pursuing nontraditional careers and qualified for enrollment in the area vocational school programs. Full-time students from the Correction Center were enrolled in Farm Management, Carpentry, and Emergency Medical Technician programs during the 1994-95 school year. Enrollment was somewhat hindered by the federal/state policy changes in Pell Grant regulations and by work release changes at the Correctional Center. The funding level for Fiscal Year 1995 was $14,195.

In addition, Fiscal Year 1995 was the seventh year for Missouri House Bill 1465, which provided state appropriated funds for tuition fee waivers for the training of homemakers who were in need of entering or re-entering paid employment. A total of $98,844 was spent for this program to grant fee waivers to 196 women.

SEX EQUITY PROGRAMS

TITLE II, PART B, SECTION 222

ACCOMPLISHMENTS

During Fiscal Year 1995, 9,428 students (6,891 secondary, 1,638 postsecondary, and 899 adult) received services provided by Sex Equity funds. This was an increase of 2,423 students from Fiscal Year 1994. The breakout, by level, is provided in Appendix H, Table I. Of the 9,428 students served, 9,031 were "nontraditional" females and girls/women ages 14-25; and 397 were "nontraditional" males. The state core standard of performance to increase the number of participants being served annually by two percent (2%) was achieved by the sex equity programming. The thirty-four and six-tenths percent (34.6%) increase in nontraditional enrollment can be partially attributed to the general increase in vocational education enrollment for the year. The significant number of enrollees in vocational education programs nontraditional for their gender is identified in Appendix H, Tables II and III.

Requests for Proposals (RFPs) for the amount of $623,900 were issued for the first year of a two-year period. Categories to insure sufficient size, scope, and quality of vocational education programming were as follows:

Statewide Projects	
Resource Center/Technical Assistance	10%
Nontraditional Technical Assistance	7%
Nontraditional Satellite Program	10%
Standards & Measures Project	1%
Local Districts	
Area Vocational Schools	36%
Community Colleges	36%

Nontraditional programs were funded in thirty-five (35) area vocational schools and community colleges, with a total expenditure for the year of $592,716.

Four (4) small local education agencies (Carthage, Lamar, Joplin, and Nevada) continued participation in a consortium with Southwest Area Career Center in Monett, Missouri to provide services that would not be possible because of a lack of staff and resources.

The program of services in the sex equity area included outreach activities, orientation, assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation, and child care. All area vocational schools and community colleges expanded and supplemented the existing services through a planning process which utilized a planning guide at the beginning of the fiscal year. Planned activities, including

expected outcomes were submitted to the Department from local education agencies operating area vocational schools and community colleges. These activities were reviewed and approved for funding. During the vocational education evaluation and/or monitoring on-site visits, these plans were reviewed and the types of services provided were identified. Data were collected on the number of "nontraditional" females and males, including girls and women ages 14 to 25, the types of services provided, Classification of Instructional Program (CIP) Codes, financial aid; and demographic characteristics. Also, a follow-up was conducted 180 days after the end of the training year.

The services provided, by category, in relation to the total federal dollars expended for sex equity activities are identified in Appendix H, Table IV. Of the total $592,716 expended, the service categories were: $97,620, sixteen and five-tenths percent (16.5%) for certificated staff salaries; $95,391, sixteen and one-tenth percent (16.1%) for non-certificated staff salaries; $132,318, thirty-two and six-tenths percent (32.6%) for tuition; $262,231, forty-four and two-tenths percent (44.2%) for other services, including educational materials, advertising, and transportation; and $5,156, nine-tenths (0.9%) for administration. No funds were expended for child care. The cost per participant or client was $62.87. Tuition was restricted to males and females who enrolled in preparatory vocational education programs that were nontraditional for their gender.

STATEWIDE PROJECTS

CAREERS UNLIMITED/CHANGING CHANNELS - Linn Technical College

In an effort to encourage high school girls to pursue a career in high tech fields, a series of interactive teleconferences has been produced for the past five years, highlighting successful women in high tech, nontraditional jobs. *"High Tech Careers for Women," "Live from NASA," "Live from Hollywood - Designing your High Tech Future," "Putting the Pieces Together: Tech Prep and High Tech Careers for Women," and "Changing Channels Travels the Information Highway"* are all available on tape and may be purchased or loaned through Project SERVE, the Missouri Sex Equity Resource Center. In Fiscal Year 1995, the teleconference was broadcast to 300 sites and reached over 6,000 students.

The funding level was $62,227.

PROJECT CENTER - University of Missouri-Columbia

The goal of Project ENTER (Educating for Non-Traditional Employment Roles) is to build awareness and enhance the image of nontraditional vocational opportunities. Through the production and distribution of brochures, posters, flyers, and newsletters, and advisements, Missouri's vocational education directors, instructors, counselors, prospective students, and the general public were encouraged to change the stereotypical perceptions of nontraditional careers and occupations. An annual contest (The Breaking Tradition Awards) recognized and honored

two (2) secondary and two (2) postsecondary students who excelled in educational fields nontraditional to their gender.

The funding level was $43,559.

SERVE/STANDARDS AND MEASURES - University of Missouri-Columbia

Project SERVE (Sex Equity Resources for Vocational Education) maintained a collection of video tapes, workshop topics, and print materials to assist vocational schools in achieving gender equity. During the past year, the project sponsored a statewide gender equity conference and provided technical assistance at the regional, state, and national levels. A statewide data collection system for all programs serving displaced homemakers, single parents, single pregnant women, nontraditional males, and females, and women and girls ages 14-25 was maintained. Also, a computerized bulletin board and a toll-free telephone number provided access to information and resources.

The funding level was $104,812.

The Standards and Measures project included implementation of a self-study for local programs funded through Title II funds and the development of a software program to disseminate the results of the study.

The funding level was $20,418.

A summary of the statewide sex equity projects is shown in Appendix I of this report.

CRIMINAL OFFENDERS

TITLE II, PART B, SECTION 225

ACCOMPLISHMENTS

The Department of Corrections provided support services at three (3) locations. Guidance and counseling services were provided to 207 inmates at the Algoa Correctional Center, the Central Missouri Correctional Center, and the Western Missouri Correctional Center.

Guidance, counseling, career development, and placement services were provided by the Division of Youth Services for 871 youth at six (6) of their institutions.

Both agencies provided counseling and workplace readiness instruction within their participating institutions, however, both experienced difficulty in keeping professional positions filled due to a shortage of trained counselors and low salaries, therefore, in Fiscal Year 1995, all approved positions were not filled. As a result, certified vocational education instructors were approved to teach the workplace readiness classes.

The participating correctional institutions during Fiscal Year 1995 were:

DEPARTMENT OF CORRECTIONS
P. O. Box 236
Jefferson City, Missouri 65102

Algoa Correctional Center
Jefferson City, Missouri

Central Missouri Correctional Center
Jefferson City, Missouri

Western Missouri Correctional Center
Cameron, Missouri

DIVISION OF YOUTH SERVICES
P. O. Box 447
Jefferson City, Missouri 65102

St. Louis Regional Youth Center
St. Louis, Missouri

W.E. Sears Youth Center
Poplar Bluff, Missouri

Northwest Regional Youth Center
Kansas City, Missouri

Southwest Regional Youth Center
Springfield, Missouri

SPECIAL POPULATIONS

TITLE I, PART B, SECTION 118

ACCOMPLISHMENTS

DISABLED - SECONDARY LEVEL

During Fiscal Year 1995, 245 local education agencies were involved in providing supportive services to 5,699 secondary students with disabilities who were mainstreamed into vocational education programs throughout the state. These services included:

- guidance, counseling, career development, and placement services to ensure that students are placed in appropriate vocational education programs, assisted to successfully complete the training provided in their vocational education programs, and transition successfully from school to employment or further training;
- vocational resource educator (VRE) services to facilitate the mainstreaming process;
- basic skills instructors to provide instruction in mathematics, reading, and writing skills essential for successful completion of vocational training programs;
- professional supplemental instructors to provide the additional instruction necessary for students with disabilities to succeed in their vocational education programs; and
- vocational teacher aides, interpreters, readers, and notetakers to provide additional services, as needed.

Materials, supplies, and equipment were also provided to ensure success in vocational education for secondary students with disabilities.

In Fiscal Year 1995, the number of students with disabilities served in secondary vocational education programs continued to increase. Significant accomplishments were made with this population of students through the utilization of the Vocational Resource Educator (VRE) Model in the area vocational schools. VREs are charged with responsibilities involving recruitment; assessment to determine the least restrictive environment; placement into the full-range of vocational education programs depending on interests, aptitudes, and abilities; and career development which includes assistance in transition from school to work. The Division of Vocational and Adult Education and the Division of Special Education cooperate to provide funding, inservice, and technical assistance for local education agencies utilizing the VRE model.

In addition, both divisions provide extensive technical assistance to local education agencies throughout the state in the development of coordinated special education and vocational education Individual Education Plans (IEPs) for students with disabilities.

Examples of some of the more successful activities, during Fiscal Year 1995, have been:

- vocational resource educators, a non-teaching professional staff member, served as resource persons in the process of mainstreaming students with disabilities. The VREs assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. The VREs also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.

- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher, and when concurrently students with disabilities were enrolled in vocational education programs.

- supplemental professional instructors assisted regular vocational education teachers to provide the additional instruction that students with disabilities require to succeed in their vocational education programs.

- vocational teacher aides provided assistance to regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

DISABLED - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1995, 52 local education agencies were involved in providing supportive services to 2,356 postsecondary/adult students with disabilities who were mainstreamed into vocational education programs throughout the state. Basically, the same types of support services that were used at the secondary level were also provided to postsecondary/adult students with disabilities. Postsecondary/adult students with disabilities enrolled in vocational education programs at area vocational schools or postsecondary institutions received services provided by a VRE. The VREs who served postsecondary/adult students with disabilities worked closely with vocational rehabilitation counselors throughout the state to provide needed support services. At postsecondary institutions, a variety of special counseling services, including outreach, were provided. Many of these sites also operated approved programs to provide resource assistance, including basic skills instruction, recruitment services, appropriate vocational education program placement, and job placement assistance.

As with the secondary level students with disabilities, the more successful activities, during Fiscal Year 1995, included:

- vocational resource educators which served as resource persons in the process of mainstreaming students with disabilities. They assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. They also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.

- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and when students with disabilities were concurrently enrolled in vocational education programs.

LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

During Fiscal Year 1995, 121 secondary limited English proficiency (LEP) students were provided interpreters and bilingual tutors utilizing Title II, Part C secondary distribution funds. These services, as well as other supplementary services were provided for LEP students in conjunction with secondary disadvantaged students.

LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY/ADULT LEVEL

Special services for 261 postsecondary/adult limited English proficiency (LEP) students were provided by area vocational schools and community colleges. As with secondary LEP students, postsecondary/adult LEP students were served in conjunction with supportive services provided for postsecondary/adult disadvantaged students.

Special guidance, counseling, career development, and placement services were provided to postsecondary/adult LEP students for the purposes of recruitment into vocational education programs. Vocational assessment was also provided, together with career development activities. After formal vocational education training, the LEP students were provided extra help in making the transition from school to work.

DISADVANTAGED (EXCLUDING LEP) - SECONDARY LEVEL

During Fiscal Year 1995, 287 local education agencies provided supportive services for 18,374 secondary disadvantaged students throughout the state in mainstreamed vocational education programs. Secondary disadvantaged students were provided guidance, counseling, career

development, and placement services to assist them to succeed in completing training in vocational education programs. These students also benefited from basic skills instruction that was provided in cooperation with the regular vocational education teacher and when they were concurrently enrolled in vocational education programs. Services such as professional supplemental instructors and vocational education teacher aides were utilized to provide these students with assistance in the classroom. In addition, extra or supportive materials, supplies, and equipment were provided. Secondary disadvantaged students participated fully in a wide range of vocational education programs. Special assistance was provided through guidance, counseling, career development, and placement services. The provision of information regarding opportunities available in vocational education began the recruitment activities. Vocational assessment was provided to help determine appropriate vocational education program placement, and student progress was monitored throughout the educational process. The services culminated with special assistance in the job/educational placement process.

Guidance, counseling, career development, and placement services assisted in ensuring that disadvantaged students were placed in appropriate vocational education programs, significantly helped them to successfully complete the training in vocational education programs, and transitioned them from school to employment or further training. Specific services in these areas included vocational assessment, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services which were identified by the local education agencies.

Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. Instruction was provided in cooperation with the regular vocational education teacher and disadvantaged students were concurrently enrolled in vocational education programs.

Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs.

Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

One (1) extremely successful activity to assist disadvantaged individuals was the establishment of "at-risk" student centers. An explanation of these centers is contained in Appendix J of this report.

DISADVANTAGED (EXCLUDING LEP) - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1995, 77 local education agencies provided supportive services for 22,525 postsecondary/adult disadvantaged students in mainstreamed vocational education programs

throughout the state. Postsecondary/adult disadvantaged students received special services at community college sites and at area vocational schools. Guidance, counseling, career development, and placement services were also provided to assist in recruitment, orientation, assessment, appropriate placement into vocational education programs, and the employment process. Specific services in these areas included vocational awareness, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services identified by the area vocational schools and the community colleges. Special services were provided during the training process and were followed by assistance in transition from school to work. Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and concurrently when disadvantaged students were enrolled in vocational education programs. Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs. Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helped with competency testing.

VOCATIONAL PREPARATION PROGRAMS

State vocational education funds were used to provide vocational preparation (VoPrep) programs for secondary students who are disadvantaged or have disabilities. These programs were designed to help students acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. These programs served 758 disadvantaged students and 442 students with disabilities during Fiscal Year 1995. Twelve (12) local education agencies (LEAs) operated programs that provided vocational preparation services to these students with special needs.

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

TITLE II, PART A, SECTION 201

ACCOMPLISHMENTS

The activities funded under state leadership primarily focused on two (2) areas. These were state directed curriculum and professional development.

The Department directed several curriculum development projects during Fiscal Year 1995. Nine (9) curriculum guides were updated and revised for use with individuals who are enrolled in vocational education programs. Also, two (2) mediated curriculum was developed which provided video modules for specialized instruction in teacher education. In addition to these specific curriculum development projects, competency profiles identifying specific occupational duties and tasks were developed in seven (7) occupational areas, and a resource guide was developed for integrating academic and vocational education.

The professional development/inservice activities, which the Department coordinated to assist vocational educators, included primarily the provision of regional and statewide inservice workshops, conferences, and programs; the alignment of and implementation of preservice programs and seminars; and the provision of inservice courses. During Fiscal Year 1995, one (1) annual statewide vocational education conference was held involving 343 topical sessions with a total attendance of over 3,680 vocational educators. In addition, 108 state directed individual workshops, courses, conferences, and institutes, including over 143 topical sessions were provided to assist vocational education administrators and program/service area specific teachers, counselors, and placement specialists in improving the delivery of vocational education programs, services, and activities within the state. Throughout the year, more than 3,967 vocational education teachers and administrators participated in this wide variety of professional development activities.

In addition to the above mentioned activities, the state's service delivery areas private industry councils and vocational education administrators engaged in a variety of collaborative efforts during Fiscal Year 1995. Examples of activities that have continued to achieve improved coordination include:

1. Duel membership on advisory committees,
2. Use of the same assessment systems,
3. Joint annual local plan development,
4. Unified outreach and intake of participants, and
5. Cooperative operation of training programs and services.

The Department has encouraged and promoted this collaborative activity. Additionally, the Department and the Division of Job Development and Training have jointly developed and promoted an outline to provide guidance to both state agencies and local operators in meeting the mandatory coordination requirements of their respective legislation. This outline was disseminated to all agencies receiving federal employment training and vocational education funds within the state. Local education agencies within each service delivery area have been asked to enter into a written agreement with their private industry council to coordinate, share information, and conduct joint planning; as well as other collaborative efforts.

Another significant activity regarding state leadership has been the development and implementation of local evaluation systems to determine the effectiveness of vocational education program delivery at the local level. Prior to Fiscal Year 1992, the Department conducted several inservice workshops to assist vocational education administrators with the development and implementation of local evaluation systems. Through the local application process, local education agencies described, for the Department's approval, the evaluation systems that were currently being utilized. These systems provide for effective monitoring of vocational education programs, services, and activities and enable local education agencies to determine necessary alteration and resource direction to provide appropriate delivery of vocational education. In addition, in 1990 the Department implemented a unified district-level on-site review process which includes a review of vocational education programming through the use of specific resource, process, and performance standards. This process has been titled the Missouri School Improvement Program. A complete explanation of this program is contained in Appendix K of this report. During Fiscal Year 1995, sixty-one (61) local education agencies that operate vocational education programs throughout the state were reviewed, deficiencies were identified, and improvement plans were developed

COMMUNITY BASED ORGANIZATIONS

TITLE III, PART A, SECTION 301 - 302

ACCOMPLISHMENTS

Vocational education services were provided by 21 community based organizations (CBOs) in cooperation with 19 local education agencies. The activities provided by the CBOs included outreach programs, transitional services, prevocational preparation, basic skills development, assessment, and counseling. These cooperative CBO programs served 1,775 individuals.

The distribution of the funds to CBOs was determined by a Request for Proposals (RFP) process that involved a written proposal being submitted to the Department of Elementary and Secondary Education. Each cooperating group submitting an approved proposal was awarded a grant to support activities that were directed toward the target population of severely economically or educationally disadvantaged youth, ages 16 to 21.

The cooperating local education agencies and CBOs awarded a grant during Fiscal Year 1995 were:

Arcadia Valley R-II School District
Ironton, Missouri

Camdenton R-III School District
Camdenton, Missouri

Canton R-V School District
Canton, Missouri

Chillicothe R-II School District
Chillicothe, Missouri

Jefferson City School District
Jefferson City, Missouri

East Prairie R-II School District
East Prairie, Missouri

Heart of the Ozarks Technical Community College
Springfield, Missouri

Ozark Valley Community Services, Inc.
Ironton, Missouri

Lake of the Ozarks Employment Services, Inc.
Camdenton, Missouri

GAMM, Incorporated
LaBelle, Missouri

Green Hills Services
Trenton, Missouri

Private Industry Council, SDA 5
Jefferson City, Missouri

Epworth Bootheel Children and Family Services
Webster Groves, Missouri

Boys and Girls Club of Springfield
Springfield, Missouri

Iron County C-4 School District
Viburnum, Missouri

Kansas City 33 School District
Kansas City, Missouri

Kansas City 33 School District
Kansas City, Missouri

Maryville R-I School District
Maryville, Missouri

Metropolitan Community Colleges
Kansas City, Missouri

Potosi R-III School District
Potosi, Missouri

Raytown C-2 School District
Raytown, Missouri

Rolla 31 School District
Rolla, Missouri

St. Charles Co. Community College
St. Charles, Missouri

St. Joseph School District
St. Joseph, Missouri

St. Louis City School District
St. Louis, Missouri

Salem R-80 School District
Salem, Missouri

Savannah R-III School District
Savannah, Missouri

Ozark Valleys Community Services
Ironton, Missouri

DeLaSalle Education Center
Kansas City, Missouri

Genesis School, Inc.
Kansas City, Missouri

Community Service, Inc.
Maryville, Missouri

Synergy House, Inc.
Parkville, Missouri

YMCA of the Ozarks
Potosi, Missouri

Ozanam Home for Boys, Inc.
Kansas City, Missouri

Central Ozarks Private Industry Council
Rolla, Missouri

Youth In Need
St. Charles, Missouri

DWB Memorial Center
St. Joseph, Missouri

Providence Program, Inc.
St. Louis, Missouri

Handicapped Services
Salem, Missouri

Economic Opportunity Corporation of
Greater St. Joseph
St. Joseph, Missouri

South Iron County R-I School District
Annapolis, Missouri

Special School District of St. Louis County
Town & Country, Missouri

Ozark Valleys Community Services
Ironton, Missouri

Youth Employment and Health in Soulard
St. Louis, Missouri

CONSUMER AND HOMEMAKING EDUCATION

TITLE III, PART B, SECTION 311 - 313

ACCOMPLISHMENTS

In January 1, 1995, all affiliated national groups involved in Consumer and Homemaking Education changed their reference to this instructional area to Family and Consumer Sciences Education, therefore, with the exception to the title of this section, all reference to Consumer and Homemaking Education will be made as Family and Consumer Sciences Education.

Vocational Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is its unique focus. The mission of the Family and consumer science education program is to improve the quality of individual and family life skills as well as to enhance employability skills.

Areas of instruction are provided for youth and adults in traditional classrooms settings, as well as in community centers and outreach centers. These include food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

During Fiscal Year 1995, there were 695 teachers in 393 school districts with Department approved secondary vocational family and consumer sciences education programs in grades 9-12. These programs served 64,070 students or twenty-six percent (26%) of the total 248,701 secondary students in Missouri. The Fiscal Year 1995 enrollment in all family and consumer sciences education programs within the state totaled 91,107 An enrollment summary by program is provided at the end of this section of the report.

At the consumer homemaking adult level, 4,897 adults were served in Fiscal Year 1995. Program priorities were consumer education (including resource management), family living and parenthood education, and food and nutrition. One community college offers a postsecondary family and consumer sciences education degree program.

DISTRIBUTION OF FUNDS

Federal funds available through Title III, Part B for consumer and homemaking education at the local level were distributed on a competitive grant basis. The competitive grant system was implemented to encourage improvement, expansion, and updating of programs and services. There were 126 grant applications competing for the funds. The seventy (70) grants awarded were equitably distributed among rural and urban school districts. Seventy-five percent (75%) of

the total grant funds were distributed to fifty-five (55) school districts within depressed areas. Twenty-five percent (25%) of the grant funds were distributed to fifteen (15) school districts within non-depressed areas.

Funded program improvement priorities included the integrating of academic skills into the curriculum, programs to assist pregnant adolescents and adolescent parents to strengthen parenting skills, expanding health education as relative to individual and family health concerns and issues, and leadership development activities. Many of the grants funded in the depressed areas focused on updating equipment and instructional materials adapting and implementing curriculum, providing new technology, and computer-assisted instruction in the classroom. Eighty-five (85) teachers attended a two-day nutrition update inservice program in order to improve classroom instruction.

Federal vocational education funds were used to serve over 3,000 individuals through outreach adult education programs. These community outreach education programs are offered to low income persons and the elderly living in the urban areas of the state.

Outreach programs include one- and two-hour workshops on nutrition and consumer education in the Housing Projects. An enrollment summary by project is provided at the end of this section of the report. Instruction in daily life skills such as parenting, consumer education, nutrition and food preparation and job seeking skills is provided to the homeless population in St. Louis. A model eldercare program that operates as an outreach program on a university campus also receives federal funds to help meet the needs of an aging population.

Improving the quality of child care in Missouri has been a priority since the mid -1980s. The numbers of child care providers seeking training has continued to increase significantly. Federal funds have been combined with state funds during Fiscal Year 1995 to provide inservice training for 9,691 child care providers. This included three percent (3%) males, ninety-seven percent (97%) females and ten percent (10%) disadvantaged/ disabled. These training sessions are from one (1) to four (4) hours in length.

Support services were provided to the six (6) Work and Family program directors in the form of in-service training. Federal funds were also used to expand state funded Work and Family programs by paying for curriculum materials used to develop seminars on such issues as parenting, time management, child care, stress, money management, and wellness. Over 300 individuals were served at their work site in Fiscal Year 1995.

STATE LEADERSHIP

State leadership was instrumental in providing curriculum development, personnel activities, and providing technical assistance for improved classroom instruction. The state curriculum project, Missouri Competency-Based Scope and Sequence for Family and Consumer Sciences, for use by

teachers and students in family and consumer sciences education programs, was funded and completed in Fiscal Year 1995. State leadership was also provided for the annual vocational education inservice conference for 405 family and consumer sciences educators. Program emphasis included working with special needs students, computer-assisted instruction, critical thinking skills, implementing School-to-Work, integrating key skills in the classroom, consumer education, nutrition education, child-care providers training, implementing programs for pregnant and parenting teens, curriculum updates, and understanding family diversity.

FHA/HERO ACTIVITIES

Leadership development was provided for student members and advisors through Future Homemakers of America. There were 368 chapters with a membership of 12,732 during Fiscal Year 1995. One hundred eighty (180) members and advisors participated in the National Leadership Meeting in Washington, D.C. One thousand forty-eight (1,048) members and advisors participated in the fall Cluster Meetings in St. Louis, Missouri; Denver, Colorado; Minneapolis, Minnesota; and Dallas, Texas. Approximately 1,600 students, advisors, and guests attended the annual State Leadership Conference in Columbia, Missouri. There were 26 chapters recognized during the State Leadership Conference for completing Student Body; Families and Futures; Financial Fitness; FACTS (Families Acting for Community Traffic Safety); Intergenerational Program; and/or Community Service Award projects. Twenty-one (21) students were recognized for completing five (5) Power of One modules. Two (2) advisors received recognition for being a Master Advisor and five (5) advisors received the Chapter Advisor Service Awards. Approximately 355 Future Homemakers of America members participated in State STAR (Students Taking Action with Recognition) Events during the State Leadership Conference. One hundred twenty-two (122) members, advisors, and parents participated in the A+ Conference at the Lake of the Ozarks. Missouri Alumni & Associates membership for Fiscal Year 1995 was 51. Alumni & Associates members evaluated STAR Events and sponsored two scholarships for members to attend a Public Speaking Camp. Fifty-one (51) members participated in the June FFA (Future Farmers of America) Public Speaking Camp.

TITLE II, PARTS A & B

Vocational Education Improvement, Innovation, and Expansion Program

OCCUPATIONAL

The mission of occupational programs is to emphasize the acquisition of competencies needed for securing and holding paid employment at the entry and advanced levels. These programs are developed from family and consumer sciences education subject matter areas to meet the unique requirements of the specific vocations. A summary of the Fiscal Year 1995 enrollment and follow-up for these programs is provided at the end of this section of the report.
There were six (6) outreach programs which provide short-term adult education classes for child

care providers in the state. This outreach effort has continued to grow at a rapid rate with the increased education requirements and growth in the number of child care providers. Of the over eleven thousand individuals enrolled in classes; three percent (3%) were males.

Eleven (11) community colleges offer postsecondary occupational family and consumer sciences education programs.

NUMBER OF VOCATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION SERVED IN FISCAL YEAR 1995 *

Title	Total	Male	Female	Black	White	Other	Disad.	Disab.
Comprehensive Cons. & Homemaking	7,624	2,185	5,439	356	7,120	148	2,174	521
Child Development, Care & Guidance	13,519	2,260	11,259	1,365	11,829	325	2,728	565
Clothing & Textiles	3,716	471	3,245	454	3,195	67	975	162
Consumer Education	2,242	678	1,564	129	2,074	39	585	84
Family & Indi. Health	5,510	2,147	3,363	634	4,709	167	1,469	286
Family Living & Parenthood	7,496	2,242	5,254	349	7,008	139	1,424	229
Food & Nutrition	17,300	6,819	10,481	2,524	14,259	517	4,377	969
Home Management	128	38	90	0	114	14	15	15
Housing, Home Furnishings & Equip.	3,204	829	2,375	208	2,915	81	570	93
Cons. & Homemaking, Other	3,331	1,168	2,163	452	2,838	41	675	87
Totals	64,070	18,837	45,233	6,471	56,061	1,538	14,992	3,011

*Enrollment data is for approved programs.

OUTREACH PROGRAMS IN CONSUMER AND ADULT EDUCATION

Programs	Total No. Served	Male	Female	Disadvantaged/ Disabled
Nutrition Education	170	13%	87%	30%
Consumer Education (Mobile Van)	1,725	38%	62%	42%
St. Patrick's Center (Transition Home)	227	0%	100%	100%
ElderCare Program	2,760	19%	81%	80%
Family Living & Parenthood	2,268	17%	83%	2%

NUMBER OF STUDENTS SERVED IN OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAMS IN FISCAL YEAR 1995

Program	Secondary	Postsecondary	Adult	Total
Child Care Aide/Assistant	443	N/A	63	506
Child Care Management	N/A	1,898	11,748	13,646
Commercial Garment & Apparel	58	N/A	N/A	58
Fashion/Fabric Consultant	38	49	N/A	87
Food Production, Management, & Service, General**	7	39	21	67
Dietetic Aide/Assistant	N/A	497	193	690
Home Furnishings & Equipment Management	N/A	N/A	371	371
Interior Architecture	N/A	113	N/A	113
Custodial Services	N/A	6	N/A	6
Vocational Family and Consumer Sciences, Other	N/A	610	N/A	610
TOTALS	546	3,212	12,396	16,154

**Effective July 1, 1992, Vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

EMPLOYMENT STATUS FOR 1994 SECONDARY GRADUATES (Data Collected in Fiscal Year 1995)

Program	Exiters	Employed Related Job	Employed Unrelated	Continued Education	Not Employed	Military	Other*
Child Care Aide	263	58	79	71	35	1	19
Custom Apparel Construction	22	3	11	4	2	0	2
Fashion/Fabric	17	1	3	10	1	1	1
Food Production, Management**	6	4	0	1	0	1	0
Vocational Family & Consumer Sciences, Other	0	0	0	0	0	0	0

*Students who were not available for employment and status unknown.

**Effective July 1, 1992, Vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

EMPLOYMENT STATUS FOR 1994 POSTSECONDARY GRADUATES (Data collected in Fiscal Year 1995)

Program	Exiters	Employed Related Job	Employed Unrelated	Continued Education	Not Employed	Military	Other*
Interior Design	12	4	3	2	1	0	2
Child Care Mgmt.	146	97	6	14	4	0	25
Fashion/Fabric	5	1	1	2	1	0	0
Food Production, Management	4	2	0	1	0	0	1
Dietetic Assistant	6	2	1	1	0	0	2
Vocational Family & Consumer Sciences	52	18	10	13	3	0	8

*Students who were not available for employment and status unknown.

TECH PREP

TITLE III, PART E, SECTION 341 - 347

ACCOMPLISHMENTS

In Fiscal Year 1992 federal vocational education funds were available through Title III, Part E - Tech Prep Education to fund planning and implementation subgrants. A Request for Proposals (RFP) was developed and distributed to eligible recipients statewide. The competitive grant system was implemented to encourage the planning and development of six-year (4+2) or four-year (2+2) programs designed to provide Tech Prep Education programs that would lead to two-year associate degree or certificates in a systematic manner for strong, comprehensive linkages between secondary schools and postsecondary institutions. The RFP required at least two (2) eligible recipients (one secondary vocational education provider and one postsecondary vocational education provider) to enter into a consortium arrangement.

Proposers were required to address the following program components:

- Be carried out under an articulation agreement between the participants in the consortium;
- Consist of two (2) years of secondary school preceding graduation and two (2) years of higher education, or an apprenticeship program of at least two (2) years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;
- Include the development of Tech Prep Education program curricula appropriate to the needs of the consortium participants;
- Include inservice training for teachers that is designed to train teachers to effectively implement Tech Prep Education curricula, provide for joint training for teachers from all participants in the consortium, and may provide such training in weekend, evening, and summer institutes or workshops;
- Include training programs for counselors designed to enable them to more effectively recruit students for Tech Prep Education programs, ensure that such students successfully complete such programs, and ensure that such students are placed in appropriate employment;
- Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep Education program services appropriate to the needs of such individuals; and

- Provide for preparatory services which assist all participants in such programs.

In Fiscal Year 1995 fourteen (14) subgrants were approved and funded. Two (2) of the 14 subgrants were Tech Prep Education planning and implementation. These subgrants were approved for a two-year period and funded in the amount of $200,000. Expenditures for the first year of operation were not to exceed $100,000 and $100,000 the second year. Funding included a provision for the carryover of funds. Two-year Tech Prep Education planning and implementation subgrants were awarded to the following local education agencies in Fiscal Year 1995:

Crowder College Tech Prep Consortium
Crowder College
601 Laclede Avenue
Neosho, Missouri 64850

Jefferson County Tech Prep Consortium
Jefferson College
1000 Viking Drive
Hillsboro, Missouri 63050

The remaining twelve (12) Tech Prep Education subgrants were implementation subgrants, each in the amount of $100,000. These one-year subgrants were awarded to the following local education agencies in Fiscal Year 1995:

Bootheel Tech Prep Consortium
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Construction Apprenticeship Tech Prep Consortium
105 West 12th Avenue
North Kansas City, Missouri 64116

East Central Missouri Tech Prep Consortium
East Central College
P. O. Box 529
Union, Missouri 63084

Heart of Missouri Technical Education Consortium
State Fair Community College
3201 West 16th Street
Sedalia, Missouri 65301

Heart of the Ozarks Tech Prep Consortium
Heart of the Ozarks Technical Community College
815 North Sherman
Springfield, Missouri 65802

Mid-Missouri Tech Prep Consortium
Linn Technical College
One Technology Drive
Linn, Missouri 65051

Mid Rivers Tech Prep Consortium
Pike/Lincoln Technical Center
P. O. Box 38
Eolia, Missouri 63344

Moberly Area Community College Tech Prep Education Consortium
Moberly Area Community College
College and Rollins
Moberly, Missouri 65270

North Missouri Tech Prep Consortium
North Central Missouri College
1301 Main Street
Trenton, Missouri 64683

Northwest Missouri Tech Prep Consortium
High Technology Training Resource Center
The Metropolitan Community College
3200 Broadway
Kansas City, Missouri 64111

St. Louis Area Tech Prep Consortium
Forest Park Community College
5600 Oakland Avenue - F324
St. Louis, Missouri 63110

Southeast Missouri Tech Prep Consortium
Mineral Area College
P. O. Box 1000
Park Hills, Missouri 63601

A Tech Prep Education coordinator was employed in each of the 14 consortium to direct and manage the activities of each project. In addition to the 14 full-time Tech Prep Education

coordinators, two (2) additional project coordinators were employed on a part-time basis. These project coordinators are located in a comprehensive high school and an area vocational school that served a number of comprehensive high schools. They assist teachers and coordinated the implementation activities of the consortium.

Of the 14 Tech Prep Education consortia approved, nine (9) rural areas, four (4) in urban areas and one (1) in mostly rural with some urban areas. The nine (9) rural consortia were located at Linn, Sedalia, Trenton, Union, Park Hills, Poplar Bluff, Moberly, Hillsboro and Neosho. The urban consortia were in Kansas City, Springfield, St. Louis and North Kansas City. The only rural/urban consortium was located at Eolia.

Planning for Tech Prep Education programs between secondary and postsecondary institutions was primarily conducted at the consortium level. A state goal was established "to develop strong comprehensive links between secondary schools and postsecondary educational institutions for the development and implementation of programs designed to provide tech prep educational career paths leading to a two-year associate degree or an apprenticeship program that focuses on high-skill technical occupations."

Each consortium utilized an administrative advisory committee to address the needs of students in each participating district. These committee were required to seek and utilize input from representatives of business, industry and labor unions.

The concept of Tech Prep Education has been fostered through each of the consortia. Activities were designed to promote the concept which includes literally dozens of presentations by each Tech Prep Education coordinator for the public, faculty, principals, counselors and student groups.

In 1993, the Missouri Outstanding Schools Act, passed by the state legislature, established a wide variety of ambitious, common-sense school-reform initiatives. Some of the programs and policies initiated by this Act will take several years to fully implement, but many of the initiatives were "on-line" for the 1994-95 school year. The Tech Prep Education concept complements some of these initiatives, especially the A+ Schools section of the Act. The A+ Schools Program provides Missouri high schools the opportunity to restructure present systems to motivate and train non-college-bound youth for higher paying jobs and also answer employer's demands for more skilled workers. To achieve this goal, A+ Schools provides the opportunity to mobilize an intense partnership among high schools, community colleges, students, teachers, parents, labor, business, and communities to work together in improving and restructuring their educational system. The Missouri General Assembly appropriated $5 million to support the A+ Schools grant award program in Fiscal Year 1995. The A+ Schools Program is expected to be popular because it complements the federally funded Tech Prep Education initiative that are already underway in many school districts across the state. Together, these efforts will promote coordination and the development of more rigorous standards by high schools, area vocational schools and community colleges.

Following are some of the major activities and accomplishments of the Tech Prep Education initiative during Fiscal Year 1995:

- The Missouri Department of Elementary and Secondary Education, University of Missouri-Columbia, and the Tech Prep coordinators co-sponsored a statewide Tech Prep Education Conference on November 14-16, 1994, at the Lodge of the Four Seasons, Osage Beach, Missouri. General session speakers examined different aspects of this educational initiative. Discussion sessions dealt with how changes in technology have brought tremendous changes in tasks employees are expected to perform, importance of personal employability skills, projecting a positive attitude, and pride and professionalism on the job. Several sessions were provided on integrating academics into vocational education courses and successful strategies for implementing Tech Prep Education. This conference registered over 1,000 teachers from high schools and community colleges, principals, area vocational school directors, school superintendents, community college deans, business representatives, students and other interested individuals. The 1996 conference will be moved to a larger facility due to the fact that registration requests exceeded available space in the facility used for the 1995 conference.

- Bi-monthly Tech Prep Education coordinator meetings were conducted. The purpose of the meetings was to keep the lines of communication open, share ideas and concepts and materials that work, deal with common program barriers, and plan conferences and workshops within each consortium and at the state level.

- Sixty-eight thousand (68,000) copies of the planning edition of the American Careers magazine were distributed to comprehensive high school students. This publication was used as a supplemental classroom resource for students in the 9th and 10th grades. Its purpose was to provide career information used by guidance counselors and teachers to help students discover that academic knowledge, technical skills and problem-solving abilities are absolutely necessary in the work world. Articles focused on self-awareness, career exploration, career planning, applied academics and employability skills. A teacher's guide was included with the publication. The activities in the guide integrate the articles with instructional programs designed to stimulate intellectual processes and develop knowledge and skills in areas of critical thinking, problem solving, goal setting, career awareness, self-awareness, self-esteem, and self-discipline. Comments from principals, guidance counselors and teachers indicate strong support to continue providing the American Careers magazine.

- The Heart of Missouri Technical Education Consortium (Sedalia) reported that by the end of Fiscal Year 1995 a total of 99 articulation agreements had been signed and implemented with participating schools of the consortium. Data collected in the fall of 1994 indicated that 40 of their consortium schools had implemented stand-alone applied academic courses with sections of the core courses reported as follows: Applications in Biology/Chemistry - 28, Applied Communication - 61, Applied Mathematics - 86, and Principles of Technology - 22.

- One consortium in North Missouri and the Construction Apprenticeship Tech Prep Consortium sponsored an Area Spring Conference. The half-day conference was designed for teachers and business representatives from the construction trades who were unable to attend the fall statewide Tech Prep Education conference.

- The Northwest Missouri Tech Prep Consortium (Kansas City) reported a total of 479 sections of Applied Academics were conducted in member schools with an enrollment of 10,086 students. In addition, six (6) newsletter booklets were developed to date. Five thousand (5,000) copies have been printed and distributed. The newsletter booklets provide tips, ideas and subjects dealing with Tech Prep Education. (Most all the consortia have developed newsletters and provide them to their respective consortium members.)

- The St. Louis Area Tech Prep Consortium conducted a very successful one-day conference aimed at guidance counselors regarding career pathways. Speakers at the conference included Dr. Russell McCampbell, Assistant Commissioner for the Division of Vocational and Adult Education, Missouri Department of Elementary and Secondary Education; Russ Signorino from St. Louis County Economic Development; and Bragg Stanley and Carolyn Roof from the Columbia Public Schools. The workshop was attended by approximately 150 people. Further, consortium members indicate that the workshop has helped local districts in putting together the pieces of Tech Prep Education. Each guidance counselor within the consortium was provided a notebook which contained information on Tech Prep Education, career pathways and articulation agreements, including the specific agreements which are in place at each of the individual schools.

- Several consortia reported that every member school district has incorporated applied academics into their curriculum. Reports indicate that as a result of the financial assistance and leadership provided through the consortium, enrollment in applied academic courses during Fiscal Year 1996 will increase significantly.

- One (1) consortium developed a secondary Tech Prep Education video for Marketing Education and distributed the video to all secondary guidance counselors and business/industry representatives. The video was designed for parents, students and the community to promote Tech Prep Education and career pathways.

- Career pathway poster sets were mailed to school guidance counselors along with guide sheets to use with students, parents and business groups.

- The Construction Apprenticeship Tech Prep Consortium in North Kansas City continues to generate significant interest from all over the Nation. The consortium has developed agreements with skill trade unions representing carpenters, ironworkers, and cement masons. It was reported that the following additional trades will be added in Fiscal Year 1996: electricians, bricklayers, roofers and painters.

Oregon's revised model of career paths have generally being adopted throughout the State. Supplemental materials were developed in most of the consortia to provide school counselors with information on how to initiate career paths within their schools and how the career paths have been linked with the Missouri Guidance Model and Missouri VIEW.

The business/industry partnership developed in Fiscal Year 1994 between 11 local education institutions and Harmon Industries, Inc. (an international manufacturer of railroad signaling and communications equipment), Blue Springs, Missouri, continues to flourish. The industry gives assistance to teachers by providing real-world experiences which can be taken back to the classroom to better motivate students. The industry continues to conduct tours for students and provides opportunities for both students and teachers to shadow Harmon employees. A summer workshop on career awareness was conducted for students on the campus of Central Missouri State University, Warrensburg. Workshop participants were solicited from member districts. The workshop was reported to be very successful and four workshops are planned for the summer of 1996.

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

TITLE I, PART B, SECTION 116; TITLE II, PART A, SECTION 201;
AND TITLE II, PART C, SECTIONS 235 AND 240

ACCOMPLISHMENTS

With the passage of the Carl D. Perkins Vocational and Applied Technical Education Act came the opportunity for schools across the nation to affect real educational reform. The Act required that funds be used to provide vocational education programs that integrate academic and vocational education through a coherent sequence of courses or instruction that enable students to achieve both academic and occupational competencies.

Within Missouri, school districts and institutions developed specific strategies to provide for the integration of academic and vocational education. These strategies included remedial courses or instruction, applied academic courses, applied academic instruction which was incorporated into the vocational education program, and cooperative implementation of integrated instruction by academic and vocational teachers, and collaboration among academic and vocational education teachers to coordinate instruction.

The Department maintained membership in six (6) applied academic curricula development consortia to assist schools with the integration of academic and vocational education. The six (6) areas of applied academic curricula provided by these consortia are as follows:

- Applications in Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.

- Applied Communication is designed to help students develop and refine job-related communications skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. This curriculum can be offered as an alternative to traditional English courses.

- Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry; the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

- Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.

- Economics at work builds student understanding of how the market system works in today's global economy by examining the interrelated activities of individuals, companies, labor, and government. The curriculum incorporates printed materials, video segments and interactive computer software which provide new approaches for students to explore how economic issues impact the workplace, public policies and their personal lives.

- Another applied curriculum that is used to provide instruction for students that facilitates their entry into and successful completion of vocational skill training is Workplace Readiness. This applied curriculum provides skill training as a part of related instruction that is designed to help students transition successfully from school to the workplace.

In Fiscal Year 1995, local education agencies operated stand alone courses utilizing nationally developed applied academic curricula. Sixty-five (65) operate courses in Applications in Applied Biology/Chemistry (ABC) an enrollment of 2,953 in ABC I and 25 in ABC II, 108 operate courses in Applied Communication (AC) with an enrollment of 3,001, 181 operated courses in Applied Mathematics (AM) with an enrollment of 6,950 in AM I and 1,177 in AM II, and 24 operated courses in Principles of Technology (PT) with an enrollment of 848 in PT I and 25 in PT II.

During Fiscal Year 1995, 609 academic and vocational education administrators, teachers, and counselors attended forty-seven (47) one-week inservice workshops on the utilization of applied academics curricula.

Basic skills instruction that is designed to provide individual or small-group instruction in academic skills essential for successful completion of a vocational training program was also provided by secondary and postsecondary local education agencies throughout the state. This instruction was provided in cooperation with the vocational education teachers.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum", team teaching, and curriculum revision (both academic and vocational) to provide instructional activities and materials more applicable/relevant to applied application was also implemented in many secondary and postsecondary local education agencies throughout the State.

Another means by which integration of academics and vocational education was implemented has been through the development and operation of tech prep education activities jointly proposed by at least two (2) eligible recipients, one (1) secondary and one (1) postsecondary. Tech prep education is proving to be a vehicle that eliminates barriers in the learning process for many students and makes academic competence more relevant. For more information on tech prep education refer to section "Tech Prep" in this report.

In Fiscal Year 1995, the Title II Part C distribution to local education agencies and the local expenditures together totaled $2,429,090 for integration activities. Of this total, the local expenditures amounted to $1,290,892 and the Title II Part C distribution expenditures amounted to $1,138,196. Among the Title II Part C expenditures by local education agencies, $557,226 was expended on staff salaries; $396,675 on inservice; $157,915 on curriculum modification and instructional materials, development and/or purchase; and $26,380 for instructional equipment.

CAREER GUIDANCE AND COUNSELING

TITLE II, TITLE III, PART C SECTIONS 321-323

ACCOMPLISHMENTS

MODEL GUIDANCE PROGRAM DEVELOPMENT

The purpose of the Missouri Comprehensive Guidance Program has been to help local education agencies (LEAs) develop, implement, and evaluate comprehensive systematic guidance programs at the kindergarten through twelfth grade level. From Fiscal Year 1985 to Fiscal Year 1995, approximately 80% of the local education agencies have participated in this program. Several school district are repeat districts due to total new guidance staff and/or administration. Reunion workshops are held each spring with approximately 600 guidance staff in attendance. These workshops help to keep schools up-to-date on all the new materials and information developed since they were trained. A two-year inservice program has been provided to 3,500 counselors and administrators in these participating LEAs. During the two-year period, counselors conduct a time and task analysis of their current program activities, carry out a student needs and staff/parent assessments, develop guidance curriculum units to address the needs that have been identified by the various populations, establish an advisory committee, conduct a resource assessment, and redirect their activities so that guidance will become a comprehensive program with specific content rather than a set of miscellaneous services. Within the program, specific activities are developed and center around four (4) major components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Federal vocational education and local funds provided financial support for the projects which include personnel, materials acquisition/development, and inservice training.

Specific materials have been developed for the Model Guidance Program. These materials include three (3) distinct kits designed for grades kindergarten through 6, 6 through 9, and 9 through 12. Each kit contains a manual which details a step-by-step procedure along with all necessary forms and charts. The high school kit (9-12) contains approximately 300 guidance learning activities which address 90 competencies within 16 broad categories. In addition, the middle/junior high school kit (6-9) includes approximately 250 guidance learning activities that address sixty-two (62) student competencies in twelve (12) broad categories. The elementary school kit (K-6) is in the same format and includes activities that cover forty-four (44) competencies within eleven (11) broad categories. A "Scope and Sequence" process has been developed which details the competencies to be addressed at each level. The Model Guidance Program materials are being revised and added to on a yearly basis.

The model guidance program includes as a part of the delivery system a yearly planning calendar, a weekly planner designed for the purpose of tracking activities on a daily basis, and a system that identifies the relationship between the students competencies within the Missouri Comprehensive Guidance program and the competencies within the Missouri Core Competencies/Key Skills.

CAREER GUIDANCE/VOCATIONAL EDUCATION RESOURCE CENTERS

To date, three (3) regional career guidance/vocational education resource centers continue to expand their operations through the development and dissemination of resource materials, carrying out various inservice activities for students and professionals, and providing statewide technical assistance. A strong emphasis continues to be placed on the acquisition and updating of career guidance and vocational education materials and ongoing staff development activities at all levels. Special emphasis has been placed on materials that address concepts in School-to-Work, Tech Prep, etc. The resource centers are located in St. Louis, Kansas City, and Sedalia to serve all the LEAs throughout the State.

MISSOURI VITAL INFORMATION FOR EDUCATION AND WORK (MoVIEW)

The MoVIEW program continues to be a viable resource to K-12 school counselors in Missouri. It was designed to provide current career information specifically geared to the state of Missouri, and there is a national database also included. The MoVIEW Career Information Delivery System (CIDS) contains information on some 340 careers, as well as information on the 57 public area vocational schools and 200 proprietary schools. The system also includes information on the Military Job File, New and Emerging Occupations, Apprenticeship Training, National College File, College Major Index, and a Financial Aid data base on scholarships and other sources of financial assistance. The system is formatted on computer software (Macintosh & IBM DOS), microfiche, and printed material. The CIDS information was distributed to more than 550 sites throughout the State.

A middle school version entitled "Micro Junior" was also offered. A career decision-making strategy and information on 340 careers are included.

In addition to the standard CIDS, the program includes Basic VIEW, and Basic Search and Learn. This is a comprehensive system designed for the exceptional student who has reading problems. It is written on a second grade reading level. Basic Search & Learn materials were placed into 51 sites throughout the state.

The "Awareness of the World of Work and Related Education" (AWARE) program is a computerized career awareness program that is available to elementary students in kindergarten through seventh grade. This program utilizes IBM and Apple software and was expanded into 37 sites in Fiscal Year 1995 to total over 800 elementary user sites.

Due to the high demand for a Windows platform and a more accurate proven Macintosh platform, the VIEW Advisory committee recommended the adoption of the Choices program. This is a more comprehensive career information system and will be implemented during Fiscal Year 1996.

Over 300 videotapes that work in conjunction with the computer software were distributed to user sites. Volume I and Volume II videos included some 50 careers in the skilled, paraprofessional and professional categories while Volume III provided 64 Tech Prep Careers. VIEW joined the ACE Consortium and will be providing a number of new videotapes to supplement the new Choices program for Fiscal Year 1996.

HELPING INDUSTRY RECRUIT EMPLOYEES (HIRE)

Project HIRE is an umbrella organization for 20 area vocational schools, comprehensive high schools, and community colleges. The administration for the project is the responsibility of the Metropolitan Community Colleges at Kansas City. The primary goal is to provide a system by which the schools can work together in developing and sharing available job openings with one another for the placement of vocational education students. This goal is accomplished by the sharing of job openings through a computerized job development/job placement network system. Equipment is located at each school site so that on-line transactions are accomplished. These transactions included the listing of 5,788 jobs and the placement of 511 present or former students during Fiscal Year 1995.

STATEWIDE JOB PLACEMENT SERVICE

Statewide Job Placement Service was organized as a network of area vocational schools and community colleges cooperating in a statewide effort to provide job placement opportunities for students exiting vocational training programs. Statewide Job Placement Service was designed to supplement the job placement efforts of each participating institution. The emphasis of the service has been to provide inservice training for placement coordinators and instructors at the area vocational schools and community colleges as to their role and responsibilities relating to job placement.

The Service also coordinated statewide marketing strategies, job development techniques, and provided professional resource materials (books, films, brochures, et cetera) for use by the participating institutions. New and improved methods of job placement strategies were developed by the staff and shared with all the schools. Statewide Job Placement Service has coordinated and maintained a student placement data base for each participating institution's exiting graduates.

COUNSELORS AWARE OF VOCATIONAL EDUCATION (Project CAVE)

A project conducted cooperatively between the Department of Elementary and Secondary Education's Guidance and Placement Section and the Department of Educational Administration and Counseling of Southeast Missouri State University, Cape Girardeau, has been initiated.

The purpose of this project is to develop a instructional package to be used with counselors in training to help make them more aware of vocational education in Missouri so that they may better assist their future students in career planning and occupational choice.

A vocational guidance and placement advisory committee is serving as the work group for the project. An instructional framework will be developed with instructional materials developed within the framework.

GUIDANCE AND PLACEMENT SYSTEM IN MISSOURI'S AREA VOCATIONAL SCHOOLS

The System for Guidance and Placement in Missouri's Area Vocational Schools was approved and implemented in 1989, revised in 1995, and an evaluation component also added in 1995. This system, designed and developed specifically to serve the guidance and placement needs of students in Missouri's area vocational schools, consists of several components: Standards and Descriptors, Action Plans, Documentation, and Evaluation. Several concepts define the system further: a focus on services to students, regardless of which personnel may provide those services; the blending of guidance and placement into one program; the uniformity of the standards and descriptors in their application to all area vocational schools while allowing for each site's individuality in how the descriptors are addressed in the local action plan.

The six standards and forty-three descriptors address the unique mission of the vocational schools, were developed primarily by practitioners, and correlate well with current legislation and incentives. The local action plan and documentation, based on the standards and descriptors, provides a complete picture of guidance and placement activities. The descriptors can be used by administrators to define the job descriptions and activities of guidance and placement staff. The evaluation component consists of three levels: the first indicating the extent to which the program is in place; the second reporting overall enrollment and retention data; and the third focusing on information from students, teachers, and sending school counselors regarding services provided, all of which can be used for program improvement.

A research study was conducted in 1995 to determine the satisfaction and awareness of students, teachers, and sending school counselors relative to the vocational guidance and placement program. This study was based on a sample of area vocational schools and showed a high degree of student and sending school counselor satisfaction and teacher awareness of their program. These results provide an indication of the effectiveness of the system for guidance and placement, and can be used for comparisons with local results for program improvement.

CAREER ORIENTATION AND PLANNING PROFILE

The Career Orientation and Planning Profile has been implemented in approximately 13 area vocational schools and their respective sending schools. The Career Orientation and Planning

Profile (COPP) is designed to teach students the process involved in the career decision making process and yields information related to five indices; self analysis index, job analysis index, occupational tryout index, occupational selection ability and personality tendency and appropriate occupation. The system includes the following: informational brochure, parent information brochure, counselor-teacher handbook, two separate data collection forms-Form A and Form B (can be hand scored or machine scored) student profile sheet, student career planning guide book, My Career Planner, My Career Portfolio and Parent Information File. The Parent Information File is being expanded to included K-3 and 4-6 levels.

The system is designed to be used from grades 7 through adult and the Career Planner, Guidebooks, Portfolios are designed for the appropriate age/grade level.

The COPP is being utilized throughout the 13 area schools and respective sending schools as a means of helping students to make sound educational and career decisions. It is designed to provide them with a systematic means of developing long range plans. When properly implemented, it will address the requirements/concepts such as those in School to Work and A+ Schools.

The process of implementation will continue on a systematic basis, adding new area vocational school sites and respective sending schools as time and resources allow.

COUNSELOR EDUCATOR MEETINGS

Two meetings per year are held with Counselor Educators, representing the eleven training institutions from around the state, who have the responsibility of training certified school counselors. Typically meetings are held for two days during October and April, with approximately 30 counselor educators being present each time. The primary focus of the meetings is to assure continuity of training concepts and requirements within the eleven training programs statewide. Major efforts include, but are not limited to, the following: certification requirements, shortage of certified school counselors, counselors role in special education, competency based certification, course review/content, etc.

PLANNING FOR LIFE PROGRAM

The Planning for Life program has two purposes:

1. To offer ideas for those in the process of designing or improving their career planning activities.
2. To provide guidelines of exemplary career planning programs to encourage participation in the aware process.

The program is sponsored by the U.S. Army Recruiting Command and the National Consortium of State Guidance Supervisors. The Missouri School Counselor Association helps coordinate the program n the twelve MICA districts.

During the past year approximately 300 local education agencies have registered in this program statewide. Four schools were recognized during the first state rating and review. The Center School District of Kansas City and Career Education Office of St. Louis Public Schools were selected state winners based upon their applications. Farmington and North St. Francois County of Desloge were named state runners-up.

The two state winners were eligible to compete at the national rating and review. The Career Education Office of St. Louis Public Schools was recognized as one of the two national award winners in July at USA TODAY headquarters. Center School District's application placed in the top five of all those received at the national level.

STUDENT ASSISTANCE PROGRAM

The purpose of this program is an awareness campaign of the forms of student assistance available through the state. During the past year representatives from various state agencies and other interested parties have met to implement the program in Missouri based upon a national model.

Surveys were sent to twenty percent of the school districts in the state to find out what forms of student assistance were available in their communities.

A brochure has been printed explaining the program and is being distributed statewide to parties who could be interested in the student assistance program. Also, a display unit has been developed and will be presented at various meetings involving those who may benefit from participation in the program.

APPENDICES

APPENDIX A
TABLE I

TOTAL 1994-95 VOCATIONAL EDUCATION ENROLLMENTS BY OCCUPATIONAL PROGRAM AREA, BY INSTRUCTIONAL LEVEL

SECTION	SECONDARY	ADULT	POST SECONDARY	TOTAL
Agricultural Education	17,768	2,594	672	21,034
Business Education	11,317	26,491	24,952	62,760
Marketing and Cooperative Education	9,392	345	6,595	16,332
Health Occupations Education	2,070	6,530	7,914	16,514
Occupational Home Economics Education	680	12,565	3,212	16,457
Consumer and Homemaking Education	64,070	4,897	0	68,967
Industrial Education	14,377	48,492	14,540	77,409
Special Needs (Vo Prep)	1,200	NA	NA	1,200
TOTALS	120,874	101,914	57,885	280,673
Exploratory Agriculture (Grades 7 and 8, not included above)	2,130	NA	NA	2,130
Additional Students Receiving Special Needs Services	4,699	2,103	0	6,802
Additional Individuals Receiving Single Parent/Displaced Homemaking Services Only	7	1,510	1,937	3,454
Additional Individuals Receiving Gender Bias Services Only	6,709	714	1,231	8,636

APPENDIX A
TABLE II

1994-95 AGRICULTURAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
* 01.0000	2,130 *	NA	NA	2,130
01.0101	1,089	402	132	1,623
01.0201	4,004	152	14	4,170
01.0301	1,135	1,681	80	2,896
01.0401	91	NA	15	106
01.0501	581	39	153	773
01.0601	2,247	167	278	2,692
01.9999	386	133	NA	519
02.0101	7,184	20	NA	7,204
03.0101	766	NA	NA	766
03.0401	285	NA	NA	285
TOTALS	19,898	2,594	672	23,164

* On front page as exploratory

APPENDIX A
TABLE III

1994-95 BUSINESS EDUCATION ENROLLMENTS BY CIP AND LEVEL

	CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
	52.0201	21	1,466	1,135	2,622
	52.0204	NA	113	218	331
	52.0205	NA	5,141	NA	5,141
	52.0302	1,639	606	5,099	7,344
	52.0401	NA	187	1,735	1,922
	52.0403	NA	29	757	786
	52.0404	NA	273	423	696
	52.0407	2,215	587	43	2,845
	52.0408	6,269	2,576	2,429	11,274
	52.0803	29	140	51	220
	52.0805	NA	243	NA	243
	52.1001	NA	1,104	NA	1,104
	52.1202	426	35	7,573	8,034
	52.1203	NA	27	592	619
	52.1205	574	6,324	1,454	8,352
	52.1299	37	7,181	3,443	10,661
*	52.9999	107	459	NA	566
	TOTALS	11,317	26,491	24,952	62,760

* From COE (107 Sec.)

APPENDIX A
TABLE IV

1994-95 MARKETING AND COOPERATIVE EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
08.0101	798	NA	297	1,095
08.0102	47	NA	264	311
08.0204	47	NA	NA	47
08.0205	47	NA	NA	47
08.0301	329	NA	396	725
08.0401	47	NA	NA	47
08.0601	751	NA	NA	751
08.0705	1,878	NA	1,484	3,362
08.0706	188	NA	NA	188
08.0708	1,785	345	1,220	3,350
08.0809	47	NA	NA	47
08.0810	47	NA	NA	47
08.0901	141	NA	988	1,129
08.0902	94	NA	330	424
08.0906	1,644	NA	NA	1,644
08.1001	NA	NA	32	32
08.1105	94	NA	297	391
08.1203	188	NA	NA	188
08.1209	141	NA	NA	141
08.1301	47	NA	NA	47
08.9999	94	NA	33	127
09.0201	47	NA	132	179
52.0201	235	NA	NA	235
52.0701	188	NA	264	452
52.0901	94	NA	462	556
52.0902	141	NA	NA	141
52.1101	47	NA	NA	47
52.1401	139	NA	396	535
52.1402	47	NA	NA	47
TOTALS	*9,392	345	6,595	16,332

* From COE (547 Sec)

APPENDIX A
TABLE V

1994-95 HEALTH OCCUPATIONS EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
12.0301	NA	NA	46	46
51.0205	NA	NA	5	5
51.0601	34	23	116	173
51.0602	NA	NA	102	102
51.0603	NA	NA	NA	0
51.0699	NA	NA	NA	0
51.0703	NA	32	24	56
51.0707	NA	NA	436	436
51.0801	23	16	NA	39
51.0803	NA	NA	194	194
51.0805	NA	NA	NA	0
51.0806	NA	NA	276	276
51.0899	NA	NA	NA	0
51.0904	NA	603	1,209	1,812
51.0907	NA	48	341	389
51.0908	NA	68	99	167
51.0909	NA	29	102	131
51.0910	NA	NA	33	33
51.1004	NA	25	151	176
51.1501	NA	NA	NA	0
51.1502	NA	NA	NA	0
51.1599	NA	NA	NA	0
51.1601	NA	15	2,786	2,801
51.1613	NA	974	771	1,745
51.1614	NA	838	286	1,124
51.1615	NA	NA	NA	0
51.1699	NA	971	437	1,408
* 51.2601	2,013	NA	NA	2,013
51.9999	NA	2,888	500	3,388
TOTALS	2,070	6,530	7,914	16,514

* From COE (39 Sec.)

APPENDIX A
TABLE VI

1994-95 OCCUPATIONAL FAMILY AND CONSUMER SCIENCES BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
04.0501	NA	NA	113	113
20.0202	443	63	NA	506
20.0203	NA	11,748	1,898	13,646
20.0204	NA	NA	NA	0
20.0303	58	NA	NA	58
20.0304	NA	NA	NA	0
20.0306	38	NA	49	87
20.0309	NA	NA	NA	0
20.0401	7	21	39	67
20.0404	NA	193	497	690
20.0406	NA	NA	NA	0
20.0408	NA	NA	NA	0
20.0501	NA	140	NA	140
20.0504	NA	NA	NA	0
20.0601	NA	NA	6	6
20.0604	**17	400	NA	400
20.9999	*117	NA	610	610
TOTALS	680	12,565	3,212	16,457

* From COE (117 Sec.)

** From T & I (17 Sec.)

APPENDIX A
TABLE VII

1994-95 FAMILY AND CONSUMER SCIENCES BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
20.0101	7,624	NA	NA	7,624
20.0102	13,519	25	NA	13,544
20.0103	3,716	60	NA	3,776
20.0104	2,242	1,802	NA	4,044
20.0106	5,510	NA	NA	5,510
20.0107	7,496	2,458	NA	9,954
20.0108	17,300	321	NA	17,621
20.0109	128	NA	NA	128
20.0110	3,204	231	NA	3,435
20.0199	3,011	NA	NA	3,011
20.9999	320	NA	NA	320
TOTALS	64,070	4,897	NA	68,967

APPENDIX A
TABLE VIII

1994-95 INDUSTRIAL EDUCATION ENROLLMENTS BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
06.2001	NA	NA	NA	0
06.2003	NA	4,328	NA	4,328
10.0100	NA	NA	NA	0
10.0101	NA	NA	NA	0
10.0104	7	NA	143	150
12.0101	NA	NA	NA	0
12.0403	136	60	NA	196
12.0499	NA	NA	NA	0
12.0503	656	199	202	1,057
15.0101	NA	NA	48	48
15.0201	NA	4	78	82
15.0303	NA	NA	2,075	2,075
15.0304	NA	NA	NA	0
15.0401	NA	NA	9	9
15.0402	27	NA	14	41
15.0403	NA	NA	30	30
15.0404	NA	NA	NA	0
15.0405	NA	NA	22	22
15.0501	NA	NA	383	383
15.0506	NA	48	39	87
15.0603	NA	12	377	389
15.0604	NA	NA	14	14
15.0607	NA	NA	NA	0
15.0611	NA	NA	NA	0
15.0699	NA	12,840	NA	12,840
15.0701	NA	681	1,166	1,847
15.0702	NA	13,378	203	13,581
15.0803	NA	NA	697	697
15.0805	NA	NA	75	75
15.1001	NA	28	400	428
15.1102	NA	NA	NA	0
15.1103	NA	20	NA	20

APPENDIX A
TABLE VIII (CONTINUED)

1994-95 Industrial Education Enrollments (Continued)

	CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
	23.1101	NA	NA	NA	0
	27.0301	NA	NA	NA	0
	41.0301	11	NA	34	45
	42.0901	NA	NA	NA	0
	43.0107	19	NA	3,297	3,316
	43.0201	68	NA	337	405
	43.0203	NA	NA	196	196
	46.0101	69	58	NA	127
	46.0201	2,077	1,171	NA	3,248
	46.0301	70	131	NA	201
	46.0302	165	1,106	NA	1,271
	46.0401	110	30	NA	140
	46.0408	NA	253	NA	253
	46.0499	NA	119	NA	119
	46.0501	19	1,069	NA	1,088
*	46.9999	1,612	5,648	NA	7,260
	47.0101	922	955	NA	1,877
	47.0102	NA	NA	NA	0
	47.0103	15	NA	11	26
	47.0104	NA	7	NA	7
	47.0105	202	NA	NA	202
	47.0106	NA	NA	NA	0
	47.0201	464	1,362	NA	1,826
	47.0302	NA	20	NA	20
	47.0303	4	6	NA	10
	47.0304	NA	NA	NA	0
	47.0399	NA	15	NA	15
	47.0501	NA	34	319	353
	47.0603	1,512	426	68	2,006
	47.0604	2,302	512	74	2,888
	47.0605	203	24	NA	227
	47.0606	242	256	NA	498
	47.0607	39	11	NA	50

BEST COPY AVAILABLE

APPENDIX A
TABLE VIII (CONTINUED)

1994-95 Industrial Education Enrollments (Continued)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
47.0608	NA	24	NA	24
47.0609	NA	NA	79	79
47.0611	NA	NA	NA	0
47.0699	40	NA	NA	40
48.0101	869	509	1,772	3,150
48.0103	NA	NA	NA	0
48.0199	NA	67	61	128
48.0201	728	NA	150	878
48.0212	NA	NA	NA	0
48.0299	NA	20	NA	20
48.0303	NA	NA	NA	0
48.0399	NA	NA	NA	0
48.0501	437	543	514	1,494
48.0503	NA	NA	NA	0
48.0506	NA	706	NA	706
48.0507	NA	122	NA	122
48.0508	974	1,133	140	2,247
48.0599	56	NA	NA	56
48.0703	73	73	NA	146
49.0101	NA	NA	NA	0
49.0104	NA	NA	89	89
49.0106	NA	NA	NA	0
49.0202	NA	323	NA	323
49.0205	NA	82	193	275
49.0306	67	42	NA	109
50.0201	20	NA	NA	20
50.0402	162	37	1,017	1,216
50.0404	NA	NA	78	78
50.0406	NA	NA	136	136
TOTALS	14,377	48,492	14,540	77,409

* From COE (167 Sec.)
* From T & I Coop (1277 Sec.)

APPENDIX A
TABLE IX

1994-95 STUDENTS RECEIVING SPECIAL NEEDS SERVICES

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
99.0100	1,200	NA	NA	1,200
99.0103	NA	121	NA	121
99.0106	NA	NA	NA	NA
99.0301	NA	NA	NA	NA
99.0302	3,630	NA	NA	3,630
99.0303	1,069	207	NA	1,276
99.0400	NA	1,775	NA	1,775
TOTALS	5,899	2,103	NA	8,002

APPENDIX A
TABLE X

1994-95 INDIVIDUALS RECEIVING SINGLE PARENT/ DISPLACED HOMEMAKER AND GENDER BIAS SERVICES

	SECONDARY	ADULT	POST SECONDARY	TOTAL
Single Parent (Enrolled)	77	558	2,055	2,690
Single Parent (Services Only)	7	1,510	1,937	3,454
Gender Bias (Enrolled)	182	185	425	792
Gender Bias (Services Only)	6,709	714	1,213	8,636
TOTALS	6,975	2,967	5,630	15,572

APPENDIX B
TABLE I

VOCATIONAL EDUCATION FOLLOW UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
00.0000	COE	641	295	87	116	60	31	8	22	11	11
01.0101	AG MGMT	424	94	46	160	80	8	16	7	7	6
01.0201	AG MECH	1,471	614	203	334	140	36	21	42	45	36
01.0301	AG PROD	407	139	54	118	57	5	4	14	5	11
01.0401	AG PROT	17	2	1	4	5	0	0	3	0	2
01.0501	AG SUPP	263	63	47	90	31	5	11	7	6	3
01.0601	HORTICU	831	172	210	164	181	27	21	33	9	14
01.9999	AG OTHE	135	28	27	32	32	1	9	2	0	4
02.0101	AG SCIE	367	115	77	60	61	16	9	12	5	12
03.0101	AG RESO	279	89	46	72	46	9	2	5	6	4
03.0401	FORESTR	75	16	21	14	13	2	0	7	0	2
08.0000	MKTING	4,641	1,823	495	1,015	563	168	122	322	54	79
10.0104	RTV TC	6	0	2	2	1	1	0	0	0	0
12.0403	COSMETO	81	44	14	11	3	5	4	0	0	0
12.0503	CUL ART	418	163	73	27	46	41	26	32	5	5
20.0202	CC PROV	263	58	79	46	25	35	9	10	0	1
20.0303	CGA WKR	22	3	11	0	4	2	2	0	0	0
20.0306	FSFAB C	17	1	3	5	5	1	0	1	0	1
20.0401	INFOGEN	6	4	0	1	0	0	0	0	0	1
20.0604	CUSTCAR	24	18	2	2	0	2	0	0	0	0
41.0301	CHEM TC	5	0	2	2	0	0	0	0	1	0
43.0107	LAW ENF	8	0	1	3	1	2	0	0	1	0
43.0201	FIRE TC	35	1	9	14	1	6	0	0	3	1
46.0000	T AND I	894	416	104	128	53	72	32	41	28	20
46.0101	MASONRY	31	10	12	3	1	2	1	2	0	0
46.0201	CARPENT	1,026	404	305	67	83	52	23	35	16	41
46.0301	ELC T G	49	22	12	4	3	2	0	3	2	1
46.0302	ELECTRN	42	11	5	20	0	2	0	0	3	1
46.0401	BLDG MA	126	58	34	5	9	10	4	4	0	2
46.0501	PLUMBER	15	5	3	2	1	4	0	0	0	0
46.9999	CON T O	101	23	40	9	8	15	1	3	1	1

75

APPENDIX B
TABLE I (CONTINUED)

VOCATIONAL EDUCATION FOLLOW UP
SUMMARY OF FOLLOW UP BY TYPE AND CIP CODE
1994 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
47.0101	EL EN G	460	85	136	114	40	19	20	9	28	9
47.0103	C S INS	15	2	7	3	1	0	1	0	1	0
47.0105	IND ELC	105	9	30	33	17	4	3	1	6	2
47.0201	H AC RE	258	89	94	34	9	13	7	3	4	5
47.0399	IN E MA	11	2	3	0	0	2	2	0	0	2
47.0603	A BOD R	784	218	337	72	45	42	14	24	12	20
47.0604	AU MECH	1,218	309	445	184	77	79	25	39	39	21
47.0605	DIESL M	113	33	41	18	5	8	0	2	3	3
47.0606	SM EN R	148	29	64	12	16	17	2	3	2	3
47.0607	A M T A	31	2	4	6	14	0	0	0	4	1
47.0608	A M T P	2	0	0	1	1	0	0	0	0	0
47.0699	VEHMEOT	11	2	3	0	1	1	0	2	0	2
48.0101	DRAFT G	386	61	110	112	36	14	6	18	13	16
48.0201	GR PR G	430	91	180	31	38	44	24	11	2	9
48.0501	MACH TC	241	83	74	31	22	14	4	6	3	4
48.0508	WELDING	536	212	189	33	25	24	18	12	10	13
48.0599	MET FAB	27	5	6	2	4	1	2	7	0	0
48.0703	CAB MIL	53	17	26	5	2	1	2	0	0	0
49.0306	MARI MA	22	15	1	3	0	2	1	0	0	0
50.0201	CRAFTS	14	1	8	1	1	1	1	1	0	0
50.0402	COM ART	135	20	52	32	8	20	1	0	0	2
51.2601	HLTH AI	1,361	410	283	397	72	84	68	24	16	7
52.0201	BUS MAN	17	2	0	6	7	1	1	0	0	0
52.0302	ACCOUNT	624	81	81	231	184	7	9	21	3	7
52.0407	DATA EN	552	72	94	157	112	31	8	54	14	10
52.0408	GEN OFF	3,698	1,026	615	1,003	541	206	92	158	30	27
52.1202	PROGRAM	218	31	55	78	23	16	4	5	3	3
52.1205	COMPUTE	241	38	63	57	48	19	10	0	2	4
52.1299	BUINFOT	15	2	1	12	0	0	0	0	0	0
GRAND TOTALS		24,446	7,638	5,027	5,198	2,862	1,232	650	1,007	403	429

APPENDIX B
TABLE II

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
01.0101	AG MGMT	23	9	9	3	1	1	0	0	0	0
01.0301	AG PROD	2	1	1	0	0	0	0	0	0	0
01.0501	AG SUPP	35	30	0	2	1	1	0	1	0	0
01.0601	HORTICU	23	16	3	2	0	0	0	2	0	0
04.0501	INT ARC	12	4	3	2	0	1	2	0	0	0
08.0000	MKTING	253	131	36	20	2	10	8	45	0	1
10.0104	RTV TC	3	2	0	1	0	0	0	0	0	0
12.0301	FU SERV	11	9	0	0	0	0	0	2	0	0
12.0503	CUL ART	11	6	4	0	0	1	0	0	0	0
15.0101	ARCH TC	9	8	1	0	0	0	0	0	0	0
15.0201	CVLENTC	4	3	0	0	0	1	0	0	0	0
15.0303	ELEC TC	119	57	24	20	1	4	1	10	2	0
15.0304	LASTECH	3	0	2	1	0	0	0	0	0	0
15.0401	BI EN T	15	4	1	2	1	0	0	7	0	0
15.0402	COMA TC	1	1	0	0	0	0	0	0	0	0
15.0403	ELMECTC	1	1	0	0	0	0	0	0	0	0
15.0405	ROBTECH	6	5	0	0	0	0	1	0	0	0
15.0501	H AR TC	79	55	11	1	1	2	6	3	0	0
15.0506	WST W T	8	5	0	2	0	0	0	1	0	0
15.0603	INMANTC	20	13	5	0	0	0	0	2	0	0
15.0701	OCSA TC	16	9	1	3	1	0	0	2	0	0
15.0702	QU C TC	28	12	2	0	0	0	0	14	0	0
15.0803	AUTO TC	63	38	4	12	1	0	0	8	0	0
15.0805	MC E TC	7	4	1	1	0	0	0	1	0	0
15.1001	CONTECH	11	7	1	0	0	0	0	3	0	0
20.0202	CC PROV	32	27	0	2	1	0	2	0	0	0
20.0203	CC MANG	114	70	6	11	0	4	5	18	0	0
20.0303	CGA WKR	1	0	1	0	0	0	0	0	0	0
20.0306	FSFAB C	4	1	0	2	0	1	0	0	0	0
20.0401	INFOGEN	4	2	0	1	0	0	0	1	0	0

APPENDIX B
TABLE II (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
20.0404	DIET AS	6	2	1	0	1	0	0	2	0	0
20.9999	VOHE OT	52	18	10	11	2	3	1	7	0	0
43.0107	LAW ENF	361	145	82	50	4	12	1	64	2	1
43.0201	FIRE TC	21	14	1	1	0	0	0	5	0	0
43.0203	FIRESCI	8	8	0	0	0	0	0	0	0	0
47.0103	C S INS	7	5	0	0	1	0	1	0	0	0
47.0104	COMP IN	3	3	0	0	0	0	0	0	0	0
47.0201	H AC RE	14	9	0	2	0	1	0	2	0	0
47.0603	A BOD R	1	1	0	0	0	0	0	0	0	0
47.0604	AU MECH	3	2	0	0	0	0	0	1	0	0
47.0605	DIESL M	8	3	1	2	0	0	0	2	0	0
47.0607	A M T A	22	4	11	3	0	1	1	2	0	0
47.0608	A M T P	15	4	5	3	0	1	0	2	0	0
47.0609	AVIATO	12	3	7	0	0	0	0	1	1	0
48.0101	DRAFT G	120	66	25	12	4	4	0	9	0	0
48.0201	GR PR G	1	1	0	0	0	0	0	0	0	0
48.0501	MACH TC	30	22	4	1	0	1	1	1	0	0
48.0508	WELDING	8	6	1	0	1	0	0	0	0	0
49.0104	AVIA MG	3	1	1	1	0	0	0	0	0	0
49.0205	VEH OPR	158	158	0	0	0	0	0	0	0	0
50.0402	COM ART	70	27	13	8	0	6	0	16	0	0
50.0404	IND DES	6	3	2	1	0	0	0	0	0	0
50.0406	COM PHO	3	0	0	0	0	0	0	3	0	0
51.0601	DENT AS	57	36	3	4	0	2	1	11	0	0
51.0602	DENT HY	53	43	1	0	0	0	1	8	0	0
51.0707	MR TECH	26	19	0	0	0	0	2	5	0	0
51.0803	DCTH AS	60	53	0	1	0	0	1	5	0	0
51.0806	PHTH AS	55	52	0	0	0	0	0	3	0	0
51.0904	EM TECH	77	41	16	4	0	9	0	6	1	0
51.0907	MRAD TC	54	40	0	2	0	2	1	9	0	0

APPENDIX B
TABLE II (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
51.0908	RSTH TC	63	54	1	0	0	0	3	5	0	0
51.0909	SURG TC	38	22	0	5	2	1	0	8	0	0
51.0910	DGMEDSO	17	16	0	0	0	0	0	1	0	0
51.1004	MLAB TC	44	18	0	3	2	2	0	19	0	0
51.1502	MH TECH	5	2	2	0	0	1	0	0	0	0
51.1601	REG NUR	812	658	14	5	1	8	8	118	0	0
51.1613	PRC NUR	290	182	1	86	0	7	5	9	0	0
51.1614	NURSE AS	34	17	8	4	1	0	2	2	0	0
51.1699	NURSE OT	7	5	2	0	0	0	0	0	0	0
51.2601	HLTH AI	9	1	1	2	0	0	1	4	0	0
51.9999	HLRELOT	20	16	1	0	1	0	2	0	0	0
52.0201	BUS MAN	78	42	11	9	1	5	0	11	1	0
52.0204	OFF SUP	10	7	0	1	0	0	0	2	0	0
52.0302	ACCOUNT	104	67	15	8	0	4	4	6	0	0
52.0401	SECRETA	155	100	21	16	0	7	4	7	0	0
52.0403	LEG SEC	161	84	29	14	3	6	2	22	0	1
52.0404	MED SEC	88	67	8	2	2	4	4	1	0	0
52.0408	GEN OFF	108	66	11	11	2	4	3	11	0	0
52.1202	PROGRAM	118	69	16	11	3	5	2	12	0	0
52.1203	SYS ANA	32	22	5	0	0	1	0	4	0	0
52.1205	COMPUTE	36	16	9	7	0	2	0	2	0	0
52.1299	BUINFOT	26	18	2	3	0	0	0	3	0	0
GRAND TOTALS		4,487	2,868	457	381	41	123	76	531	7	3

APPENDIX B
TABLE III

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 ADULT EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
01.0201	AG MECH	17	8	2	6	0	1	0	0	0	0
12.0403	COSMETO	40	30	4	2	0	2	2	0	0	0
15.0201	CVLENTC	5	2	0	2	0	1	0	0	0	0
47.0101	EL EN G	85	32	27	11	0	2	2	2	7	2
47.0201	H AC RE	88	61	8	12	2	2	3	0	0	0
47.0302	HE MAIN	15	13	0	0	0	0	2	0	0	0
47.0603	A BOD R	21	15	4	0	0	0	1	0	1	0
47.0604	AU MECH	74	45	8	12	0	2	4	1	1	1
47.0605	DIESL M	17	5	3	1	3	4	0	0	1	0
47.0607	A M T A	28	6	16	0	0	0	6	0	0	0
48.0101	AVIATIO	30	18	4	5	0	0	3	0	0	0
48.0501	DRAFT G	42	27	7	2	0	4	0	2	0	0
48.0508	MACH TC	24	7	6	8	0	1	0	2	0	0
48.0703	WELDING	19	3	4	7	2	1	2	0	0	0
49.0202	CAB MIL	34	26	5	0	0	1	2	0	0	0
49.0205	CO EQ O	50	39	11	0	0	0	0	0	0	0
49.0306	MARI MA	7	4	1	1	0	0	0	1	0	0
51.0601	DENT AS	19	14	3	2	0	0	0	0	0	0
51.0904	EM TECH	43	35	6	0	0	0	0	2	0	0
51.0907	MRAD TECH	38	12	0	24	1	0	1	0	0	0
51.0908	RSTH TC	54	42	3	1	1	6	1	0	0	0
51.0909	SURG TC	28	15	3	2	0	0	1	7	0	0
51.1601	REG NUR	36	36	0	0	0	0	0	0	0	0
51.1613	PRC NUR	822	670	34	49	12	29	15	13	0	0
52.0403	LEG SEC	9	3	4	0	0	1	0	1	0	0
52.0404	MED SEC	37	15	9	5	0	6	0	2	0	0
52.0408	GEN OFF	220	106	36	22	6	19	21	10	0	0
52.1202	PROGRAM	10	8	1	0	0	0	1	0	0	0
52.1205	COMPUTE	5	0	3	0	2	0	0	0	0	0
GRAND TOTALS		1,917	1,297	212	174	29	82	67	43	10	3

APPENDIX B
TABLE IV

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1994 SECONDARY, POSTSECONDARY AND ADULT EXITERS
STATEWIDE TOTALS

CIP CODE STATE TOTALS	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
	30,865	11,816	5,696	5,753	2,932	1,437	795	1,581	420	435

APPENDIX C

MISSOURI
PERFORMANCE STANDARDS AND MEASURES
FOR VOCATIONAL EDUCATION

PERFORMANCE STANDARDS AND MEASURES FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

MEASURE: ACADEMIC ATTAINMENT
(Mastery rate of basic and advanced academic skills in mathematics, English/communications, science and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.1 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.**

B. **Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic education experiences are modified by an individualized education plan (IEP) should not be included in the attainment calculation. Academic skill attainment for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the attainment calculation.

- Postsecondary students who transfer from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the attainment calculation.

MEASURE: **ACADEMIC GAIN**
(Rate of gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.2 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **The normal curve equivalent (NCE) change for secondary students between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.**

B. **The Normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic educational experiences are modified by an individualized education plan (IEP) should not be included in the gain calculation. Academic skill gain for students with disabilities whose IEP committee has exempted them for taking the MMAT will be assessed by the change in attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the gain calculation.

- Postsecondary students who transferred from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the gain calculation.

MEASURE: OCCUPATIONAL COMPETENCE
(Mastery rate of occupational and employability skills for students enrolled in a Department approved preparatory vocational education program/course.)

STANDARD: I.3 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.**

ADJUSTMENTS

- Students with disabilities whose occupational education experiences are modified by an individualized educational plan (IEP) should not be included in the attainment calculation. Occupational skill attainment for students with disabilities whose IEP committee has modified their vocational education course of study will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures and criteria identified in each student's IEP.

MEASURE: STUDENT ACCESS
(Participation rate of individuals who are members of special populations groups (students who are economically or educationally disadvantaged, have limited English proficiency, or have disabilities) in Department approved preparatory vocational education programs/courses.)

STANDARD: I.4 **The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/ courses is equal to or greater than the proportion of their membership in the relevant district/institution population.**

ADJUSTMENTS:

- Districts/institutions which do not attain this proportion must maintain a five percent (5%) annual gain in the proportion of special populations participation in vocational education programs/courses.

MEASURE: PLACEMENT
(Placement rate of vocational education students who have enrolled in Department approved preparatory vocational educatiqn programs/courses into employment, further training/education, or military service.)

STANDARD: I.5 **The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).**

ADJUSTMENTS:

- This rate may be calculated by district/institution, or by individual vocational education program/course, and annually or an average of the past three years.

PERFORMANCE STANDARDS AND MEASURES FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

MEASURE: OCCUPATIONAL COMPETENCE
(Mastery rate of occupational skills for students enrolled in a Department approved supplemental vocational education program/course.)

STANDARD: II.1 **All vocational education students enrolled in a supplemental vocational education program/ course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
CORRECTIONS PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate of criminal offenders participating in Department approved vocational programs and/or services provided by corrections programs of the Department of Corrections and the Division of Youth Services.)

STANDARD: III.1 **The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.**

ADJUSTMENT:

None

PERFORMANCE STANDARDS AND MEASURES
FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

MEASURE: **PARTICIPATION**
(Increase in client participation in Department approved and funded single parent and equity programs.)

STANDARD: IV.1 **A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.**

ADJUSTMENTS:

None

PERFORMANCE STANDARDS AND MEASURES FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate into employment or training for employment of clients participating in programs and/or services provided through Department approved joint projects of community-based organizations and local education agencies.)

STANDARD: V.1 **The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/ services.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES FOR CONSUMER AND HOMEMAKING PROGRAMS

MEASURE: **STUDENT ACCESS**
(Participation rate of students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.1 **The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.**

ADJUSTMENTS:

Local education agencies with a participation rate of ninety-five percent (95%) or greater will not be required to meet the annual increase.

MEASURE: **NONTRADITIONAL STUDENT ACCESS**
(Participation rate of secondary male students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.2 **The proportion of participation of male secondary students in at least one Department approved consumer and homemaking course will be equal to or greater than forty percent (40%) of the local education agency's (district's) secondary population (grades 9-12).**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES FOR TECH-PREP EDUCATION

MEASURE: RETENTION
(Retention rate of students participating in a Department approved tech-prep education program.)

STANDARD: VII.1 **The annual retention rate of students continuing to participate in a tech-prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).**

ADJUSTMENTS:

The retention rate calculation may include those students who are placed into related employment or continued education after the second or third year of the 2 + 2 tech-prep education program.

PERFORMANCE STANDARDS AND MEASURES FOR VOCATIONAL EDUCATION
VOCATIONAL EDUCATION PREPARATORY PROGRAMS BENEFITING FROM II-C FUNDING

GENERAL RULE

The following vocational education preparatory programs are considered by the Department to have benefited from Title II-C federal vocational education funding and are subject to the Performance Standards and Measures for Vocational Education.

SECONDARY LEVEL

Area Vocational Schools (AVS) and Consortia with AVS

- All occupational training programs at AVS
- Any occupational training programs at consortium comprehensive high schools (CHS) that benefited because of:

  --equipment purchases
  --curriculum purchases, or curriculum development or modification activities expenditures
  --special populations supportive services expenditures at CHS locations for students enrolled in vocational education programs at CHS

Comprehensive High Schools (CHS) and Consortia with CHS

- All occupational training programs at CHS, and all CHS locations if in consortium

POSTSECONDARY LEVEL

Area Vocational Schools (AVS) and Technical College

- All long-term adult occupational training programs (500 instructional hours or over)

Community Colleges and 4-Year Institutions

- All associate degree or certificate vocational/occupational training programs

APPENDIX D
TABLE I

1994-95 FEMALE VOCATIONAL EDUCATION ENROLLMENT BY LEVEL

LEVEL	1994	1995	PERCENT OF CHANGE
Secondary	65,557	68,327	+ 4.2%
Postsecondary	35,363	33,056	- 6.5%
Adult	45,444	49,033	+ 7.9%
TOTAL	146,364	150,416	+ 2.8%

APPENDIX D
TABLE II

1994-95
MALE AND FEMALE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS
BY LEVEL

LEVEL	MALE	FEMALE	TOTAL
Secondary	52,547	68,327	120,874
Postsecondary	24,829	33,056	57,885
Adult	52,881	49,033	101,914
TOTAL	130,257	150,416	280,673
PERCENTAGE	46.4%	53.6%	100.0%

APPENDIX D
TABLE III

FISCAL YEAR 1995
CLIENTS SERVED BY SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

LEVEL	MALE	FEMALE	TOTAL
Secondary	3	81	84
Postsecondary	52	3,940	3,992
Adult	45	2,023	2,068
TOTAL	100	6,044	6,144

APPENDIX D
TABLE IV

FISCAL YEAR 1995 FEDERAL FUNDS EXPENDED FOR SINGLE PARENT AND DISPLACED HOMEMAKERS BY SERVICE CATEGORY

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Outreach and Orientation (Salaries)	$ 817,935	58.3%
Tuition	$ 221,508	15.8%
Child Care	$ 10,984	0.8%
Other (Instructional Materials and Administration)	$ 351,456	25.1%
TOTAL	$1,401,883	100.0%

APPENDIX E

SINGLE PARENT AND DISPLACED HOMEMAKER REGIONAL CENTERS

REGION I -Maryville

Name:	**NEW PERSPECTIVES**
Funding Agency:	Northwest Missouri Area Vocational School Maryville, Missouri
Funding Level:	$80,148
Contact Person:	Shirley Twombly
Number Served:	441
Number Enrolled in Vocational Training:	261

REGION II -Kirksville

Name:	**NEW PERSPECTIVES**
Funding Agency:	Kirksville Area Vocational-Technical Center Kirksville, Missouri
Funding Level:	$78,984
Contact Person:	Sheryl Ferguson
Number Served:	833
Number Enrolled in Vocational Training:	400

REGION III -Platte County

Name:	**NEW PERSPECTIVES**
Funding Agency:	Northland Career Center Platte City, Missouri
Funding Level:	$81,116
Contact Person:	Cheryl Parks Hill
Number Served:	611
Number Enrolled in Vocational Training:	288

REGION IV -Rolla

Name:	**NEW PERSPECTIVES**
Funding Agency:	Rolla Technical Institute Rolla, Missouri
Funding Level:	$82,404
Contact Person:	Laura Hendley
Number Served:	284
Number Enrolled in Vocational Training:	264

REGION V -Park Hills

Name:	**CAREER CONNECTION**
Funding Agency:	Mineral Area College Park Hills, Missouri
Funding Level:	$82,376
Contact Person:	Nancy Wegge
Number Served:	1,923
Number Enrolled in Vocational Training:	1,048

REGION VI -Springfield

Name:	**NEW PERSPECTIVES**
Funding Agency:	Ozarks Technical Community College Springfield, Missouri
Funding Level:	$81,672
Contact Person:	Karla Gregg
Number Served:	924
Number Enrolled in Vocational Training:	653

REGION VII -Poplar Bluff

Name:	**NEW PERSPECTIVES**
Funding Agency:	Three Rivers Community College Poplar Bluff, Missouri
Funding Level:	$81,116
Contact Person:	Kim Austin Madigan
Number Served:	107
Number Enrolled in Vocational Training:	107

REGION A -Kansas City

Name:	**NEW PERSPECTIVES**
Funding Agency:	Metropolitan Community College District Kansas City, Missouri
Funding Level:	$128,688
Contact Person:	Jack Bitzenburg
Number Served:	598
Number Enrolled in Vocational Training:	372

REGION B -St. Louis

Name:	**NEW CAREERS FOR HOMEMAKERS**
Funding Agency:	St. Louis Community College District St. Louis, Missouri
Funding Level:	$128,823
Contact Person:	Marlene Hanks
Number Served:	1,840
Number Enrolled in Vocational Training:	938

APPENDIX F

SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT INTAKE FORM

FOR OFFICE USE ONLY
Process Code: _____ Year _____ Quarter
D - Dropped
C - Completed

Placed: _____
R - Related
N - Nonrelated
U -Unemployed

Date: _____

Financial Aid Factor: _____

Fiscal Year _____ Quarter _____

Social Security Number _____ Today's Date _____

1. Contact Information

First Name _____ Last Name _____ Other _____

Street _____

City _____ State _____ Zip _____ County _____

Home Telephone ( ) _____ Work Telephone ( ) _____ Birth Date _____

Sex (_____M _____F) Is participant a welfare work training program registrant? Yes _____ No _____

2. Educational Level:
a. _____ under high school
b. _____ high school grad/GED
c. _____ post high school
d. _____ college graduate
e. _____ post college
f. _____ graduate degree
g. _____ educationally disadvantaged

3. Number/Age of Children
Pregnant? (Y/N) _____
Number of Dependents _____
Number of Children _____
_____ 0 - 2 years
_____ 3 - 5 years
_____ 6 - 12 years
_____ 13 - 18 years
_____ 19 - 21 years
_____ Over 21 years

4. Out of Labor Force: FT PT
a. Less than 1 years
b. _____ 1 - 5 years
c. _____ 6 - 10 years
d. _____ Over 10 years
e. _____ Never employed
f. _____ Currently working

5. Work History FT PT
(in labor force)
a. _____ 0 - 1/2 year
b. _____ 1/2 - 2 years
c. _____ 3 - 5 years
d. _____ 6 - 10 years
e. _____ 11 - 15 years
f. _____ 16 - 20 years
g. _____ 21 - 25 years
h. _____ 26 - 30 years
i. _____ 31 - 35 years
j. _____ 36 years/more

6. Occupational Group
a. _____ Managerial/Admin.
b. _____ Professional/Tech.
c. _____ Sales
d. _____ Clerical
e. _____ Skilled Trade/Craft
f. _____ Operative
g. _____ Service Worker
h. _____ Not applicable (no work outside home)

7. Gross Family Income
a. _____ 0 - 5,000
b. _____ 5,001 - 7,500
c. _____ 7,501 - 10,000
d. _____ 10,001 - 12,500
e. _____ 12,501 - 15,000
d. _____ 15,001 - 30,000
e. _____ 30,001 - 50,000

8. Race
a. _____ White Non-Hispanic
b. _____ Black Non-Hispanic
c. _____ American Ind/AK Native
d. _____ Hispanic
e. _____ Asian/Pacific Islander
f. _____ Not a U.S. Citizen
g. _____ Other

9. Income Source
a. _____ Social Security
b. _____ AFDC
c. _____ Child Support
d. _____ Maintenance
e. _____ Unemployment
f. _____ Disability
g. _____ Wages
h. _____ VA (retirement)
i. _____ VA (Education)
j. _____ None
k. _____ Other

10. Sources of Client Contact
a. _____ Radio or TV
b. _____ Newspaper
c. _____ Brochures
d. _____ Counselor
e. _____ Friend
f. _____ Other
g. _____ No response

Enter person's name or agency name here

11. Client Eligible Under
CHOOSE ONLY ONE
a. ___ Single Parent
b. ___ Displaced Homemaker
c. ___ Male Nontraditional
d. ___ Female Nontraditional
e. ___ Girls & Women 14-25

MARITAL STATUS
___ Married
___ Disabled Spouse
___ Separated
___ Divorced
___ Widowed

12. Needs
a. _____ Career Education
b. _____ Child Care
c. _____ Education
d. _____ Financial Aid
e. _____ Health
f. _____ Housing
g. _____ Job Seeking
h. _____ Legal
i. _____ Personal Development
j. _____ Transportation
k. _____ Other

13. Action
a. _____ Adult Ed Program
b. _____ AFDC
c. _____ Counseling
d. _____ Education/Training
e. _____ JTPA
f. _____ Legal
g. _____ University
h. _____ Voc. Rehab.
i. _____ Vocational Sch.
j. _____ Other
k. _____ Community Coll.

14. AVTS or Community College _____ **15. Regional Center Number:** _____

I understand that all of the information on this and any other project record is STRICTLY CONFIDENTIAL. Any information which might be used for statistical purposes may contain my name, but will not be released to the general public.

I authorize the project to consult with and release any pertinent data to support services, prospective employers, and/or training personnel on my behalf.

_____ _____
Participant's Signature Date

BEST COPY AVAILABLE

16. Work History

List most recent job experience

DATES	OCCUPATION	DUTIES RESPONSIBILITIES	HOW LONG

17. Volunteer History:

Have you ever done volunteer work?

a. _____ Church
b. _____ School
c. _____ Hospital
d. _____ Community Organizations
e. _____ Gov't/Nonprofit agency
f. _____ Other

If yes, please give

DATES	ORGANIZATION	DUTIES RESPONSIBILITIES	HOW LONG

APPENDIX G

MODEL
SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT
DETERMINATION OF GREATEST NEED

Client Name or ID _____

	(1 to 10 possible for each)	POINTS
Age		_____
Evaluation and Training		_____
Length of Training		_____
Dependents		_____
Income		_____
Work Activity		_____
Work History		_____
	TOTAL (70 points possible)	_____

To determine the priority status, rank the clients from highest to lowest points.

CLIENT NAME	POINTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MODEL
SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED
(PRIORITY SCHEDULING VIA MATHEMATICAL EVALUATION)

NAME _____ TOTAL POINTS _____

POINTS BY CATEGORY	5	10	15	20	25	30	35	40	45	50
_____ AGE	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+
_____ ELIGIBILITY					SP/HM					DHM
_____ INCOME (total)					Over 15,001	12,501 15,000	10,001 12,500	7,501 10,000	5,001 7,500	0 5,000
_____ # DEPENDENTS	1	2	3	4	5	6	7	8	9	10
_____ EDUCATION (Yrs. Completed)	Grad Degree	Post College	College Grad					Post H.S.	HS Grad/ GED	Under H.S.
_____ WORK ACTIVITY (Absent from significant full-time employment)	Currently Working		1 yr. or less		1-5		6-10		Over 10	Never Empl.
_____ LENGTH TRAINING (Hours)	600-700			700-800			800-900			900+

FINANCIAL AID FACTORS
_____ % Tuition Paid
_____ Child Care
_____ Mileage
_____ Other

_____ SUBTOTAL

_____ TOTAL POINTS

G2

APPENDIX H
TABLE I

STUDENTS RECEIVING SERVICES/VOCATIONAL TRAINING
NONTRADITIONAL TO THEIR GENDER (SEX EQUITY)

LEVEL	MALE NONTRADITIONAL	FEMALE NONTRADITIONAL	WOMEN 14-25	TOTAL
Secondary	93	296	6,502	6,891
Postsecondary	158	794	686	1,638
Adult	146	237	516	899
TOTAL	397	1,327	7,704	9,428

APPENDIX H
TABLE II

PERCENT FEMALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT -- BETWEEN 5% - 25%

NN - Not Nontraditional at that level

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
01.0201	Agricultural Mechanization, Gen.	10.2	14.2	9.2
01.0301	Agricultural Production	NN	10.0	20.8
03.0101	Agricultural Resources	24.5	--	--
03.0401	Forestry	24.5	--	--
06.2001	T I Supv.	--	--	--
10.0100	Comm. Tech.	--	--	--
15.0201	Civil Engineering Tech.	--	24.3	--
15.0303	Electrical, Electronic, Tech.	--	14.3	--
15.0401	Biomedical Engineering Tech.	--	11.1	--
15.0402	Computer Maintenance Tech.	--	14.2	--
15.0403	Electromechanical Tech.	--	10.0	--
15.0405	Robotics Tech.	--	18.1	--
15.0501	Heating, Air Cond., Refrig. Tech.	--	6.0	--
15.0506	Water Quality & Wastewater Tech.	--	20.5	--
15.0603	Industrial Manufacturing Tech.	--	10.0	--
15.0604	Manufacturing Tech.	--	7.1	--
15.0701	Occupational Safety & Health Tech.	--	19.1	14.3
15.0803	Automotive Engineering Tech.	--	6.0	--
15.0805	Mechanical Engineering Tech.	--	5.3	--
43.0201	Fire Protection & Safety Tech.	20.5	--	--
43.0203	Fire Science/Firefighting	--	6.1	--
46.0101	Masonry	--	--	10.3
46.0201	Carpentry	--	--	8.1
46.0302	Electrician	11.5	--	--
46.0408	Painter	--	--	8.3
46.9999	Construction Trades, Other	8.3	--	5.0
47.0101	Electrical & Electronics Equip.	10.0	--	10.6
47.0104	Computer Installer & Repairer	--	--	14.2
47.0399	Industrial Equipment Maint. & Rep.	--	--	20.0
47.0501	Stationary Energy Sources Install.	--	--	8.8
47.0603	Auto Body Repair	--	5.8	5.1
47.0604	Auto Mechanic Tech.	--	5.4	--

47.0606	Small Engine Mechanic & Repairer	--	--	5.8
47.0607	Aircraft Mechanic/Tech., Airframe	5.1	--	--
47.0609	Aviation Systems Tech.	--	10.1	--
47.0699	Vehicle & Mobile Equip. Mech.	10.0	--	--
48.0101	Drafting, General	15.6	21.5	14.9
48.0199	Drafting, Other	--	11.4	13.4
48.0501	Machine Technologist	--	7.9	6.6
48.0508	Welding	--	--	5.7
48.0703	Cabinet Maker & Millworker	12.3	--	9.5
49.0104	Aviation Management	--	21.3	--
49.0202	Construction Equipment Operator	--	--	14.8
49.0205	Truck, Bus, Other Comm. Veh. O.	--	--	12.1

APPENDIX H
TABLE III

PERCENT MALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - BETWEEN 5% - 25%

NN - Not Nontraditional at that level

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
04.0501	Interior Architecture	--	7.0	--
20.0107	Family Living & Parenthood	--	--	15.4
20.0108	Food and Nutrition	--	--	9.9
20.0203	Child Care Services Manager	--	6.5	--
20.0306	Fabric & Fashion Consultant	5.2	14.2	--
20.9999	Vocational Home Ec., Other	--	19.6	--
51.0601	Dental Assistant	11.7	--	--
51.0707	Medical Records Tech.	--	13.0	--
51.0801	Medical Assistant	8.6	--	--
51.0803	Occupational Therapy Assistant	--	10.3	--
51.0806	Physical Therapy Assistant	--	24.6	--
51.0908	Respiratory Therapy Tech.	--	--	20.5
51.0909	Surgical/Operating Room Tech.	--	23.5	17.2
51.0910	Diagnostic Medical Sonog. Tech.	--	9.0	--
51.1004	Medical Laboratory Tech.	--	19.2	--
51.1601	Registered Nursing	--	11.8	--
51.1613	Practical Nursing	--	14.3	10.4
51.1614	Nursing Assistant/Aide	--	14.3	12.6
51.1699	Nursing, Other	--	9.8	15.8
51.2601	Health Aide	10.3	--	--
51.9999	Health Professional & Related, Oth.	--	19.2	14.4
52.0204	Office Supervision & Management	--	21.1	NN
52.0302	Accounting Technician	--	--	15.8
52.0401	Administrative Assist/Sec. Science	--	9.2	--
52.0403	Legal Secretary	--	12.1	NN
52.0404	Medical Secretary	--	--	5.1
52.0408	General Office	18.5	18.1	19.2
52.0803	Banking	17.2	NN	NN
52.1299	Business Information, Other	21.6	NN	24.7

APPENDIX H
TABLE IV

FISCAL YEAR 1995 FEDERAL FUNDS EXPENDED ON PROGRAMMING FOR "NONTRADITIONAL" FEMALES, "NONTRADITIONAL" MALES, GIRLS & WOMEN 14-25

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Tuition	$ 132,318	22.3%
Outreach and Counseling (Salaries)	$ 193,011	32.6%
Other (Educational Materials, Basic Literacy Instruction, and Administration)	$ 267,387	45.1%
Child Care	$ 0	0%
TOTAL	$592,716	100.0%

APPENDIX I

STATEWIDE SEX BIAS AND STEREOTYPING PROJECTS

Name: **CAREERS UNLIMITED**
Funding Agency: Linn Technical College
Funding Level: $62,227
Contact Person: Debbie DeGan Dixon
Project Objective: To increase enrollment of women and girls in new and high technology programs through a series of interactive satellite teleconferences.

Name: **PROJECT SERVE**
Funding Agency: University of Missouri-Columbia
Funding Level: $62,226 (Sex Bias)
$42,586 (Single Parent/Displaced Homemaker)
Contact Person: Judy Clark and Cindy Martin/Dr. Harley Schlichting
Project Objective: To aid vocational education programs in nontraditional, single parent and displaced homemaker recruitment. These services include outreach workshops, personal visits with local education agency officials, operating a computerized bulletin board, assistance in providing training materials, maintaining a free-loan library of resource materials, publishing a quarterly newsletter, developing brochures and posters, and maintaining single parent/displaced homemaker and sex bias data collection software.

Name: **PROJECT ENTER**
Funding Agency: University of Missouri-Columbia
Funding Level: $43,559
Contact Person: Laura Roloff/Dr. Harley Schlichting
Project Objective: To provide technical assistance and act as a resource to faculty at area vocational schools and community colleges, to expand services and accessibility for men and women entering nontraditional occupations, and to develop individualized assistance plans for nontraditional students in various vocational education programs throughout the state. Conduct statewide "Breaking Tradition" awards competition.

Name: **STANDARDS AND MEASURES PROJECT**
Funding Agency: University of Missouri-Columbia
Funding Level: $ 6,223 (Sex Bias)
$14,195 (Single Parent/Displaced Homemaker)
Contact Person: Dr. Harley Schlichting
Project Objective: The Standards and Measures project included implementation of a self-study for local programs funded through Carl Perkins II moneys and the development of a software program to disseminate the results of the study.

APPENDIX J

EXEMPLARY PROGRAMS

AT-RISK STUDENT CENTERS

An extremely successful activity which received continued support during Fiscal Year 1995 was a combined effort using Carl D. Perkins Vocational and Applied Technology Education Act funds, state vocational education funds, and Job Training Partnership Act funds to establish sites to provide focused educational services to at-risk youth. These services were provided at area vocational schools to take advantage of the area school concept and because of the availability of expanded vocational skill training opportunities. During Fiscal Year 1995, 42 area vocational schools were providing specialized services for 3,630 at-risk individuals.

The increasing concern about students in Missouri schools who exhibit the characteristics of a "dropout", and for those students who have actually left school, caused education administrators to search for answers to help these students provided the impetus to establish this program. Through the leadership of the State Director of Vocational Education the "At-Risk Center" program concept was established. Each center was designed to provide a connection between academic and occupational skill training for the students involved. This was accomplished through a realistic application of basic skills.

The first step in working with at-risk youth was assessment. This assessment included interest, aptitude, ability, and basic skills. In addition to assessment, at-risk youth were provided an opportunity to explore vocational offerings, and to receive information on employment preparation. The results of the assessment were used to develop an intervention strategy to meet the specific needs of each at-risk youth served. Three types of intervention were utilized:

1. Counseling - The counselor's sole responsibility was to provide intensified guidance services to address the needs of the at-risk youth. These services were provided in both individualized and small group counseling settings. The main purpose was to build self-esteem and provide youth a self-fulfilling prophecy for success.

2. Basic Skills Instruction - Instructional efforts to remediate basic skills deficiencies were provided. The goal was to exit each at-risk youth or dropout with occupational skills, and a high school diploma or GED.

3. At-Risk Center - Tutoring, remediation, high school credit toward graduation, or a GED were provided. Services were offered to several school districts in a prescribed service delivery area.

The effort to provide alternative education services for youth who are determined to be "at-risk" is only beginning. Missourians are concerned about students who are not successful in school. This program, offered through vocational education, is one example of the efforts being made to improve our schools. For further information regarding these centers, contact Dick Omer, Director, Special Needs Services, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 314/751-1394.

EFFECTIVENESS INDEX FORMULA

In Fiscal Year 1995, the Department again provided a portion of state vocational education funds to support area vocational schools operating secondary vocational education programs by using a funding mechanism which provides incentives for improving their labor market effectiveness. In addition, this funding mechanism was expanded to include secondary vocational education programs at comprehensive high schools. The Effectiveness Index/Incentive Funding (EI/IF) was administered to distribute $13,710,000 in state funds.

This alternative incentive funding practice was prompted by a study of vocational education trends and priorities which was supported by the 1983 Missouri General Assembly, and conducted in 1984. This study recommended that action be taken by the Department to consider such factors as duplication of programming, labor market demands, labor supply, and placement rates of vocationally educated students in the funding and approval of vocational education programs.

This performance-based funding mechanism was based on two (2) factors, estimated labor market supply and demand for workers completing specific vocational education programs; and the actual placement of program exiters. Separate scores were calculated for each component and then summed to obtain an institution's total effectiveness score. The total effectiveness score determined the amount of reimbursement that was received for each unit of instruction delivered by each school.

Missouri's performance-based funding system has reemphasized accountability in the public delivery system for vocational education. The EI/IF has improved secondary vocational education programs in the state by promoting better placement of students who participate in vocational education programs, and by rewarding a more appropriate alignment of vocational education program offerings and the state's labor market needs. For information about the Effectiveness Index Formula, contact Fred Linhardt, Director, Vocational Planning and Evaluation, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 314/751-8465.

FAMILY AND CONSUMER SCIENCES EDUCATION GRADS PROGRAM

In 1990, eleven percent (11%) of the women who had their first baby were unmarried teens who had not finished high school. In order to help address this critical problem, federal funds were used during Fiscal Year 1992 to provide an inservice program for over 50 teachers and administrators on the topic of keeping parenting teens in school until graduation. As a result of this inservice, the Excelsior Springs School District in Fiscal Year 1993 implemented a Graduation, Reality, and Dual-Role Skills (GRADS) program. The model for this program was developed in Ohio by the Division of Vocational and Career Education and disseminated through the National Diffusion Network. GRADS is a vocational home economics instructional and intervention program with its major goal being to keep pregnant and parenting teens in school. Additional goals are to encourage good health care practices and helping young parents set occupational goals. Title III-B funds, Beginnings Grant funds through the University of Missouri Extension and local funds were combined to start up the GRADS program. Ten (10) students were enrolled in GRADS during the 1994-95 school year. One (1) of these students had IEPS for learning disabilities and two (2) were enrolled in job training programs. Seven (7) of the students graduated. The central theme for the curriculum emphasizes practical reasoning as an effective method of problem solving is used to work through the four (4) content areas of positive self, pregnancy, parenting, and economic independence. Collaboration and linkages with agencies such as the county health department are used to help address the barriers teen parents face to being able to remain in school till graduation. One (1) GRADS student writes, "I am 18 years old, a senior in high school and six months pregnant . . . thanks to this class, I will be graduating next week. Without this class, I probably would have been just another statistic as a dropout, but I hung in there with the help of the GRADS class." For additional information, contact Cynthia Arendt, Director, Family and Consumer Sciences Education, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 314/751-2644.

VOCATIONAL-TECHNICAL EDUCATION ENHANCEMENT GRANT PROGRAM

The Outstanding Schools Act of 1993 established provisions for the implementation of a competitive grant award program to enhance vocational-technical education in public high schools, area vocational schools, and community colleges. The state vocational education funds made available through this program were limited to the initiation of new occupational vocational education training programs and improvements in existing programs to enhance curriculum, purchase instructional equipment that meet current business and industry standards, and for facility improvement, with emphasis placed upon training in occupations that have been determined to be in critical shortage within the state. During Fiscal Year 1995, the initial year of this grant program, the General Assembly appropriated $3,000,000 of state funds. Fifty-eight (58) grants were approved. The expenditure distribution was eighty-six and six-tenths percent

(86.6%) for equipment, four and five-tenths percent (4.5%) for curriculum, four percent (4.0%) for facility modifications, and four and nine-tenths percent (4.9%) for other allowable expenditures. This grant program is expected to expand annually and have a tremendous impact upon improving vocational education programming within the state. For further information about this grant program, contact Fred Linhardt, Director, Vocational Planning and Evaluation, Department of Elementary and Secondary Education, P. O. Box 48, Jefferson City, Missouri 65102-0480, 314/751-8465.

APPENDIX K

MISSOURI SCHOOL IMPROVEMENT PROGRAM

The State Board of Education has authorized a complete revision of the school classification and accreditation program. The existing school classification program was established in the early 1950s. Each year school districts were rated "AAA", "AA", or "Unclassified". The new program, called the "Missouri School Improvement Program" (MSIP) is different in philosophy, approach, and outcome from the former system. Formal implementation of the Missouri School Improvement Program began the fall of 1990. The existing School Classification Program and the Missouri School Improvement Program will operate simultaneously during the first five-year period which means districts will continue to carry their "U", "AA", "AAA" ratings along with their new MSIP levels of designation. This new program provides:

1. Emphasis on encouraging systematic school improvement;

2. Evaluation based on a balanced assessment of resources, educational processes, and productivity;

3. A reporting system which recognizes strengths, concerns, and suggested resources to assist in improvement strategies;

4. Systematic, planned development and implementation of a formal, district-wide improvement plan; and

5. A single, comprehensive review which assess all of the district's program, services, and activities.

The school improvement standards utilized in this program are organized into three major sections: Resource Standards, Process Standards, and Performance Standards. In general, the Resource Standards are concerned with the basic requirements that all districts must meet. Judgments about such areas as class size, courses offered, and staffing patterns will be made from three perspectives: (1) a set of "minimums" established by the State Board of Education, (2) the "norms" for districts of similar size, and (3) what is deemed "desirable" as determined from research and professional judgment. Process Standards are more qualitative in nature and include standards on Curriculum, Instruction, Instructional Climate, Learning Resource Centers, Guidance and Counseling, Professional Development, Supplemental Programs, Governance and Administration, Facilities and Safety, and Support Services. The Performance Standards include three sets of indicators which will be applied to all schools: (1) student achievement, (2) persistence to graduation, and (3) student follow-up data. School districts also select other performance criteria that will apply to their population.

Under the Missouri School Improvement Program, each district receives a comprehensive review once every five years conducted by a team composed of Department staff, educators from other local districts, and local board members and lay persons, if appropriate. Department staff from each division, including the Division of Vocational and Adult Education, participate in this comprehensive review. Following the review, the district receives a comprehensive report, including specific program reports, assessing strengths and weaknesses, and suggested resources to assist in improvement. Districts develop comprehensive School Improvement Plans, complete with timelines and resource allocations, to address the concerns contained in the report. Implementation of the plans are monitored by the State Supervisors of Instruction and technical assistance for improvement activities is provided by divisional staff members.

APPENDIX L

1995 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
					COMPLETER		EMPLOYED				CURRENT
PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STUDY	1994	CONT ED	R'LTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	0	0	NA	NA	4,269	1,694	1,332	732	177	334	312
MARKETING	0	547	NA	NA	6,190	1,945	2,536	686	203	820	200
FAMILY/CONS SCIENCES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	695
OCC FAM/CONS SCI	0	117	NA	NA	308	86	66	93	3	60	24
INDUSTRIAL	0	1,444	NA	NA	6,967	1,417	2,044	2,324	323	859	502
HEALTH	0	39	NA	NA	1,361	469	410	283	23	176	76
BUSINESS	0	107	NA	NA	5,351	2,449	1,250	909	103	640	389
TECHNOLOGY ED/ INDUSTRIAL ARTS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	845
VOC PREP	NA	0	NA	NA	NA	NA	0	0	0	0	24
GRAND TOTAL	0	2,254	NA	NA	24,446	8,060	7,638	5,027	832	2,889	3,067

APPENDIX L

1995 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
AGRICULTURE	17,768	12,979	4,789	12,865	3,430	4	1,473	-	-	-	28
MARKETING	9,392	4,322	5,070	7,053	1,869	17	470	-	-	-	24
FAMILY/CONS SCIENCES	64,070	18,837	45,233	46,067	14,992	1	3,011	-	-	-	0
OCC FAM/CONS SCI	680	100	580	329	235	2	116	-	-	-	9
INDUSTRIAL	14,337	12,152	2,225	6,929	5,018	31	2,430	-	-	-	758
HEALTH	2,070	229	1,841	1,243	565	4	262	-	-	-	18
BUSINESS	11,317	3,088	8,229	8,486	2,438	56	393	-	-	-	406
TECHNOLOGY ED/ INDUSTRIAL ARTS	96,433	*	*	NA	*	*	*	NA	NA	NA	NA
VOC PREP	1,200	840	360	0	758	6	442	-	-	-	0
GRAND TOTAL	120,874	52,547	68,327	82,972	29,305	121	8,597	0	***77	***182	1,243
	**217,307							****1,069	****84	****6,891	

* No breakouts of gender, disadvantaged, or disabled are collected for Industrial Technology/Arts

** Includes Industrial Technology/Arts enrollment

*** Not collected by occupational program area

**** Includes students/individuals enrolled in occupational program areas and/or receiving supportive services

APPENDIX L

1995 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
AGRICULTURE	3,266	2,262	1,004	2,815	416	0	35	-	-	-	2,594
MARKETING	6,940	3,248	3,692	3,698	3,087	22	155	-	-	-	345
FAMILY/CONS SCIENCES	4,897	1,086	3,811	3,378	671	0	848	-	-	-	4,897
OCC FAM/CONS SCI	15,777	1,082	14,695	13,374	2,183	6	220	-	-	-	12,565
INDUSTRIAL	63,032	48,445	14,587	58,157	4,429	67	446	-	-	-	48,492
HEALTH	14,444	2,876	11,568	10,714	3,518	43	212	-	-	-	6,530
BUSINESS	51,443	18,711	32,732	44,885	6,118	123	440	-	-	-	26,491
GRAND TOTAL	159,799	77,710	82,089	137,021	20,422	261	2,356	0 **207	*2,613 **6,060	*610 **2,537	101,914

* Not collected by occupational program area

** Includes students/individuals enrolled in occupational program areas and/or receiving supportive services

APPENDIX L

1995 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
							EMPLOYED				CURRENT
PROGRAM AREA	TECH PREP	CO-OP	APPR	WK-STUDY	COMPLETER 1994	CONT ED	R'LTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	0	0	0	NA	100	15	64	15	0	6	59
MARKETING	0	0	0	NA	253	22	131	36	1	63	228
FAMILY/CONS SCIENCES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	31
OCC FAM/CONS SCI	0	0	0	NA	225	33	124	21	0	47	122
INDUSTRIAL	0	0	10,209	NA	1,857	212	1,048	318	19	260	809
HEALTH	0	0	0	NA	2,772	215	2,108	99	1	349	691
BUSINESS	0	0	0	NA	1,212	128	703	180	2	199	950
GRAND TOTAL	0	0	10,209	NA	6,419	625	4,178	669	23	924	2,890

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

P.O. BOX 480
JEFFERSON CITY
MISSOURI 65102-0480